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ABSTRACT

These final notes represent the consensus, opinions, and recommendations made by representatives of minority community-based organizations who attend a series of 12 mini-conferences sponsored by the United States Department of Education, Division of Career Education. (The purpose of these mini-conferences was to seek input in the form of advice, suggestions, and new conceptual thoughts regarding ways in which more effective career education could be delivered to minority youth through collaborative arrangements involving the community organizations and the formal education system.) It contains data recorded at each mini-conference as well as participant recommendations that were later corrected by the participants. Notes are presented from these mini-conferences: three for Hispanic organizations, three for black organizations, two for Asian/Pacific American organizations, two for Native American organizations, and one for Hispanic and Native American organizations. Material provided from each mini-conference includes a list of participants, listing of all issues raised by participants, and discussion of those issues actually considered. (YLB)

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FINAL NOTES

Identifying and Compiling Information

About (Minority) Community Based

Organizations' Efforts to Serve

In-School Youth

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PREFACE

Unemployment among minority youth is currently running at a rate almost three times as high as for non-minority youth. These youth not only have the greatest difficulty entering the occupational society but, in addition, are faced with equally great problems in terms of advancing and moving up in that society once they enter. Advancement in the occupational society for such youth demands that they be equipped with general employability/adaptability/promotability skills that will allow them to change with change. Such skills fall within the province of the career education movement. No matter how the data are manipulated, the inevitable conclusion is that the needs of minority youth for bonafide, effective career education efforts are even greater than those of the general population. Such needs apply to minority youth in the entire range of the education system -- from the high school dropout through the Ph.D. graduates.

If equity in career education is to be provided minority youth, special help both from the broader community and from the formal education system will be required. It will not be enough for the education system to link only with the existing business/labor/industry community nor with those community organizations whose membership represents primarily non-minority persons. In addition, special assistance must be made available by those community organizations whose primary focus is on minority persons themselves.

Recognizing this, the U.S. Department of Education's Division of Career Education contracted with InterAmerica Research Associates, Inc. during 1981 to hold a series of intensive two-day seminars with representatives from various National community organizations representing minority persons. The basic purpose of this series of seminars was to seek input in the form of advice, suggestions, and new conceptual thoughts regarding ways in which more effective career education could be delivered to minority youth through collaborative arrangements involving the community organizations and the formal education system.

Nominations with respect to the names of National community organizations to be invited to this series of seminars were obtained from the appropriate offices within the U.S. Department of Education representing: (a) Black Americans; (b) Hispanic Americans; (c) Native American Indians; and (d) Asian Pacific Americans. Because of the numbers of persons each of these four major types of organizations represented, the initial decisions made were to hold three seminars both for organizations representing Black Americans and organizations representing Hispanic Americans with two seminars for organizations representing Native American Indians and two for organizations representing Asian Pacific Americans. Each organization named those persons to serve as representatives in these seminars.

Each seminar was led personally by the Director, Division of Career Education. At each seminar, participants first identified what they saw as the major issues, problems, or concerns to be discussed. Following this initial identification, participants then decided, by consensus agreements, which issues were to be given priority for discussion. With each issue, all participants contributed their thoughts in an open discussion format. Time

prevented each seminar from discussing, in detail, all the issues they had raised. For this reason, readers are urged to study the total set of issues as well as the comments participants made with respect to each. The notes found here represent the comments of participants, as recorded by hand by the seminar leader and later corrected by the participants themselves. Each participant was asked to speak only for himself/herself -- not FOR the organization he/she represented.

A great many practical, innovative, challenging ideas are found in the notes reproduced here. Many of these ideas and suggestions are crying for implementation at the present time. Each of us has a responsibility for doing what we can do to assist in this implementation effort. Each of the community organizations represented in this series of seminars is a potential tower of strength for use in attempts to make community career education efforts more effective for minority youth. It is hoped that publication of these notes will motivate both educators and community leaders to move actively toward joining forces in this effort.

Kenneth B. Hoyt, Director
Division of Career Education

ACKNOWLEDGEMENTS

The following Final Notes represent the consensus, opinions, and recommendations made by representatives of Minority Community Based Organizations who attended a series of twelve mini-conferences sponsored by the U.S. Department of Education, Division of Career Education.

The participants in all the mini-conferences, e.g., Hispanics, Blacks, Asian/Pacific Americans, and Native Americans, should receive special recognition for their input, support, and recommendations in the development of the Final Notes. Special recognition goes to Ms. Carmen Cardona, Acting Director, Office of Hispanic Concerns Staff, Ms. Betty Ward, Assistant Director, Office of Black Concerns Staff, Mr. Steve Thom, Director, Office of Asian Concerns Staff, and Frank Ryan, Director, Office of Indian Education. They provided the project staff with information and references needed in order to carry out the conferences. Special recognition goes also to the State Coordinators of Career Education who represented their respective regions and provided leadership in the mini-conference discussions: Ms. Elvira Rivera, Career Education Coordinator, Texas; Shirley Iaquinto, Career Education Coordinator, Arizona; and Betty Kleinfeld, Department of Career Education, Florida.

To acknowledge all of the people who contributed to the successful completion of the conferences and Final Notes is impossible. However, I wish to thank those persons who made a particular contribution to the quality of this work; without them the project would not have been such a success: Ms. Judith Alexander, Senior Logistics Specialist, for her initiative, understanding and special care in coordinating and arranging all the conferences, Mrs. Pamela Hedrick and Lucy Lopez, project secretaries, who were always available and kept all the records up to date, Ms. Linda Hall, Project Officer, for her guidance and advice, Dr. John Lindia, Deputy Director, for his stories, recommendations and guidance throughout the implementation of the project, and Dr. Kenneth B. Hoyt, Director of the U.S. Office of Career Education, for his sincere support and for making each of the mini-conferences a real educational experience for all of us. Finally, I want to acknowledge Dr. Norberto Cruz, Jr., Senior Project Manager, for his daily lessons and for the opportunity of working with him in this important project.

Ismael Lugo, Project Director
InterAmerica Research Associates, Inc.

INTRODUCTION

The following document is possible through a contract between the U.S. Department of Education, Division of Career Education and InterAmerica Research Associates, Inc. Our mission was to contact Community Based Organizations (CBOs) serving minority populations who expressed an interest to the Office of Career Education in working collaboratively in Career Education and to organize and arrange twelve two-day mini-conferences for representatives of these organizations.

The Final Notes that follow represent the data collected at each of the mini-conferences along with the recommendations made by each of the participants. The Notes have three specific functions, e.g., (1) they serve to establish a firm record of what took place during the mini-conferences, (2) they strengthen the perception of what participants actually did in the process, and (3) they present the "effects" of a specific mini-conference beyond that mini-conference.

The Notes from each conference were recorded by Dr. Kenneth Hoyt; they were compiled by the project staff and then mailed to each participant for their corrections. As soon as the corrections were received from the participants they were incorporated into the Final Notes. A complete set of all the notes was mailed to each participant enabling them to learn from observations made by other participants at each of the mini-conferences.

The Final Notes gives the reader a comprehensive view of what Hispanics, Blacks, Asian/Pacific Americans and Native Americans perceive as the vehicle to better serve in-school youth. Their ideas should serve as a sincere contribution toward achieving the goals of career education.

Ismael Lugo, Project Director
InterAmerica Research Associates, Inc.
September 4, 1981

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Miniconference #166

MINORITY ORGANIZATIONS AND CAREER EDUCATION

March 9-10, 1981

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Issues Raised by Participants

1. How to use career education as a vehicle for improving basic skills through bilingual education for K-6 pupils (in a developmental sense).
2. How to use career education as a vehicle for improving basic skills through bilingual education for Grade 7-12 pupils (in a remedial sense).
3. How to improve access to career awareness/career exploration opportunities for Hispanic youth.
4. How to help counselors understand and deal with the need for raising career and educational aspirations of Hispanic youth.
5. How to encourage enrollment of Hispanic youth in vocational education.
6. How to get vocational education and career education taught in the native language.
7. How to get appropriate career education materials for Hispanic persons enrolled in adult education - and at an appropriate reading level.
8. How to involve more Hispanic organizations in the delivery of career education.
9. How to involve the Hispanic community in career motivation of Hispanic youth without urging them to leave the community.
10. How to involve Hispanic experts in training "career ed types" who are currently conducting career education inservice efforts.
11. How to encourage significant numbers of Hispanic persons to become career education experts.
12. How to help Cuban refugee youth and adults recognize and deal with the American work ethic.
13. How to devise systematic curriculum development for career education within the framework of bilingual education.
14. How to provide effective career education to Hispanic youth in rural areas where diversity of occupations is limited.
15. How to make career education materials more consistent with the philosophical views of Hispanic youth - i.e., the need for a philosophical paper.
16. How to develop teacher education models for inserting a career education component into bilingual teacher education.
17. How to identify and develop a national series of role models for use in career education for Hispanic youth.

18. How to tap and utilize resources of Hispanic business organizations in career education for Hispanic youth.
19. How to develop State Bilingual Associations as vehicles for promoting and making effective career education possible for Hispanic youth.

Discussion of Issues

Issue: How to make career education materials more consistent with the philosophical views of Hispanic youth - i.e., the need for a philosophical paper

Olivia: The career education materials mailed to us reflected primarily middle class Anglo value systems, and those value systems are fine for certain segments of our population. We have to see to it that career ed "types" become more aware of the value systems of the Hispanic population. This is part of the broader problem we face - i.e., we see white middle class value systems reflected throughout almost the entire history and curriculum of American Education. Many Hispanic youth come from cultures whose value systems differ markedly from those of white middle class persons. There should be reflected, in career education materials, more dedication to a pluralistic philosophy emphasizing diverse, different value systems. This does not mean there is only one set of values for ALL Hispanic persons - i.e., differences among Cubans, Puerto Ricans, and Mexican-Americans - as well as other Hispanic cultures should be reflected in career education materials.

Vernon: Hispanics in America currently represent 22 different Nations. Seen as a whole, Hispanics in the USA represent the 5th largest "Hispanic Nation" in the world - only Spain, Colombia, Argentina, and Mexico have more. By the end of this century, there will be 35 million Hispanics in the USA. They are not going to "disappear". Their needs, including their career education needs, must be met.

Justino: Career education materials should be put into the hands of persons who know how to revise them to meet the needs of various kinds of Hispanic communities. For example, "reality" for Puerto Rican in Northeastern U.S. is quite different than for Mexican-Americans in Southwest USA. Bilingual education currently has six MATERIAL DEVELOPMENT CENTERS scattered throughout the United States. Persons in these Centers should be encouraged to undertake this task. One such center (in New York City) has made a beginning effort, but much more remains to be done.

Ricardo I: What are the basic work values differences being talked about here?

Carolyn: A good example can be seen on Page 28 of A Primer For Career Education where it states:

Consciously and conscientiously provide rewards to students who exhibit and practice such basic good work habits as:
(a) coming to school (to work) on time; (b) completing assignments that are begun; (c) doing the best that they can; and (d) cooperating with one's fellow workers (students).

Stated in this form, we see something clearly inconsistent with Hispanic value systems.

Justino: DISAGREE. I have no problem - or qualms - about telling a student to "come to work on time". After all, that's the value system they're going to have to learn to live with if they are to be successfully employed.

Vernon: The traditional religious view of the "work ethic" isn't meaningful to Hispanic youth - after all, not many such youth view either Calvin or Martin Luther as their favorite role model! As worded, the religious view of the "work ethic" - i.e., warning that one will go to Hell if one fails to follow it - is sure to be interpreted, by many Hispanics, as far too punitive and thus at variance with their personal value systems.

Vernon: If we really were to address the philosophical base we're talking about here, we would get into history, culture, customs, etc. We simply wouldn't have time to discuss all of it.

Ricardo I: DISAGREE. We could help by emphasizing such relatively simple things as, for example, Hispanic values regarding a desirable pace of life - which would be quite different from white middle class values.

Vernon: Perhaps a better way to put Ricardo's example would be to emphasize that Hispanic persons tend to be less materialistic - less greedy - in their personal value systems than many white middle class persons.

Jim: It's not the words, rather, it's the interpretation of the meaning of the words that's important to convey. I don't want, for example, to minimize the importance of being on time. We must teach that value to Hispanic youth. The real problem is to simultaneously teach employers that, in a cultural sense, the Hispanic person may feel that "getting to work on time" is relatively far less important than what happens after one gets to work.

Vernon: AGREE: "Time" is a philosophical concept whose meaning varies from culture to culture.

Ricardo P: DISAGREE. This isn't a problem with Hispanics in my area of the country. Our youth are well conditioned to the importance of "being on time" before they reach the Second Grade.

Ricardo P: Maybe we should list and define, for Hispanic youth, what career education "types" really mean by the words that they use.

Justino: AGREE. For example, "Mañana," in the Hispanic culture, doesn't so nearly mean "resisting being on time" as it does "don't hurry."

Vernon: "Mañana", to Hispanics, implies a circular concept of time - i.e., a concept that this time will come around again. This is quite different from a value system that contends, "If you're not right on time, you're late and that's all there is to it."

Ricardo I: Perhaps the Latino perspective on "career aspirations" - when contrasted with that of Anglos - would be a good example to use in illustrating important differences in value systems.

Olivia: DISAGREE. It's only the perception of Anglos that career aspirations of Hispanic youth are lower than those of many other segments of the total population. The point that needs to be emphasized is that, in fact, the career aspirations of Hispanic youth are as high as those of any other youth.

Justino: Many Hispanic parents hold a perception that, if their children can graduate from high school, they are well on their way toward "making it" in society. This is quite a different "value system" from many white middle class persons who insist their children must graduate from college in order to be on their way to "making it".

Ricardo I: Techniques effective in motivating youth may be quite different for Hispanic youth as contrasted with Anglo youth. This is another example of differences in value systems that career education should take into account.

Ricardo P: AGREE. Anglos tend to be motivated by external competition whereas Hispanics tend to be more inner motivated. The latest studies show conclusively that Hispanic children entering our elementary schools are highly motivated. It's their elementary school teachers who are destroying this motivation by constantly pointing to their "failures" rather than to their "successes".

Justino: Many American youth are still being given false information about the Hispanic culture. For example, they are often taught that Europeans "did" things for America whereas Hispanics "un-did" things. This is wrong. In the last three years, we've had a project to show Hispanic youth role models within their own history of tremendously ways in which Hispanics have "done" things for America.

Vernon: Bicultural is a part of what we're talking about here. Aspirations are surely present within Hispanic youth, but the youth is being asked to live with his culture while being constantly impacted in school and the broader occupational society by Anglo culture. Any philosophical statement we make must take this into account. The problem is one of getting American society to OPEN UP OPPORTUNITIES FOR HISPANIC YOUTH. It's not that these youth lack aspirations. Rather, it's a matter of their systematically being denied opportunities to move toward meeting their aspirations.

Olivia: Young, aspiring educational administrators get promoted as proteges of those now in power. This tends to deny opportunity for minority persons. We need a strategy to use the few minority persons now in power to help other minority persons move up in the system.

Ricardo P: AGREE. There is no effective "old boy network" in the Hispanic community. For example, we recently had a Hispanic youth fired from his job because his employer heard him speaking Spanish. The Supreme Court upheld the employer on the basis that, since the employer owned the business, he could make a requirement that all employees must speak English on the job if he chose to do so.

Ricardo P: We ought to look at the "American work ethic" and see how - and to what extent - it differs from values held by various kinds of Hispanic communities.

NOTE: The "work ethic", in a classical form, contends that one owes it to others to work. Sometimes, this is expressed in each of the following ways:

- "You owe it to your Creator to work. You were put on this Earth in order that you may, before you leave it, make the World a better place than it was when you entered it. If you do this, you will go to Heaven. If you don't, you will go to Hell."
- "You owe it to your country to work. No great Nation survived long after its citizens lost their commitment to work. That was true of Persia; of Greece; of the Roman Empire; of Spain; of France; and of England. There is no reason to believe the USA is exempt from this historical pattern."
- "You owe it to yourself to work. Work is the clearest possible way each of us has for answering the questions (a) Why do I exist, and (b) Who am I? Each of us is best known to himself/herself and to others through the work that we do."

NOTE: Career Education regards "work" as a human need, not as a societal obligation as implied in the "work ethic." To career ed advocates, work represents the human need of ALL human beings to do, to achieve, to be someone because I did something, to know that someone needs me for something, to know that it makes a difference that I exist today, and that it will be important that I exist tomorrow. Career education, then is built around the concept of work values rather than the work ethic.

Ricardo P: We Hispanics would say none of those things. Instead, we would say, "you owe it to your family to work at something that will be respectable and not bring dishonor to your family".

Olivia: AGREE with Ricardo P. on the importance of the family. I don't think we would have any trouble selling the humanistic concept of "work" used by career education to Hispanic persons, but statements regarding the "work ethic" - whereby one owes it to Creator and country to work - needs to be addressed. There are basic value assumptions tied to these statements of the work ethic. Working for a creator may conflict with other religious value systems, for example, those of our Native American and Asian populations. Also working for the country assumes that all Americans are patriotic in relation to careers. This assumption has clearly been emphasized by the Hispanics and other minority groups volunteering for the armed services as well as the data available to prove that a significant number of medals of honor have been awarded to Hispanics during World Wars and Vietnam. If we are going to include a pluralistic philosophy in career education, we need to be sensitive to diverse, different value systems affecting a "work ethic".

Carolyn: AGREE with Ricardo P. on the importance of the family. For example, if a member of a Hispanic's family becomes ill, the Hispanic person would immediately leave his/her job to take that family member to the hospital - even though the "boss" might object or fail to understand such actions.

Ricardo I: AGREE. The emphasis on FAMILY, within the Hispanic community, does - because it motivates Hispanic youth to stay close to their families - restrict career choices considered by many Hispanic youth.

Vernon: DISAGREE. The "myth" that Latinos won't leave home in order to go to college simply doesn't apply where I live.

Ricardo P: DISAGREE WITH VERNON. It does influence both college attendance and choice of colleges in my part of the country.

Jim: One of the reasons why Latinos have hesitated to leave the family environment is because, every time they do so, they run into a hostile environment. Career education would help Hispanic youth overcome this "hostile environment" and assist in developing a support social system wherever they may settle as a family away from home.

Raul: My big question about "work", no matter whether you want to speak of the "work ethic" or "work values", is WHAT HAPPENS WHEN THERE IS NO WORK? For example, 71 percent of Puerto Ricans are on food stamps right now.

Raul: We Hispanics hardly ever teach our people how to behave on the job. Somewhere, career education must teach Hispanic youth how to behave in an Anglo work environment.

Vernon: AGREE. But we also have to teach the Anglo work environment about Hispanic youth. Career Education should help to do this as well.

Carolyn: To the Hispanic youth, how he/she is treated on the job is more important than how much money he/she is paid.

Carmen: AGREE. It's basically a question of job satisfaction. The question is, ARE HISPANICS MORE PRONE TO LEAVE THEIR JOBS IF THEIR CULTURE IS NOT ACCEPTED than because of innate dissatisfaction with the JOB ITSELF?

Olivia: This conversation is worrying me. WE NEED TO RECOGNIZE THAT INDIVIDUAL DIFFERENCES APPLY TO HISPANICS EQUALLY AS WELL AS TO ALL OTHERS. WE SHOULDN'T "TYPE" HISPANIC YOUTH AS THOUGH THEY ARE ALL ALIKE.

Raul: Agree BUT this is not to say that differences don't exist between Hispanics and others in such things as skin color, accents, etc. I don't want - in any way - to deny the concept of "individual differences" for Hispanics. At the same time, I do want us to recognize the tremendous challenge facing us to desensitize Anglos about the obvious ways in which Hispanics differ from them.

Issue: How to tap and utilize resources of Hispanic business organizations in career education for Hispanic youth

Ricardo P: A monthly Hispanic magazine - NUESTRO - published, about a year ago, a list of this Nation's 100 most successful Hispanic business organizations. That list would be a valuable starting point for use in solving this issue. In addition, NUESTRO typically contains one or more profiles of Hispanic business persons who have "made it" in the occupational society - a really good source of role models.

Justino: AGREE. In addition, NUESTRO also contains a great deal of current news regarding what major National Hispanic organizations are doing. If career education wants to link with National Hispanic organizations, this would be valuable information to have.

Raul: There is also a booklet of Community Based Organizations that deals with Hispanic community organizations published by Philip Morris. That booklet does not; however, list Hispanic business organizations.

Maria: There is an organization of Hispanic professional engineers in New York City that promotes careers in professional engineering for Hispanic youth.

Raul: There is a SOCIETY FOR HISPANIC PROFESSIONAL ENGINEERS - with a contact person in the U.S. Department of Education.

Ricardo I: International corporations have a very great need for bilingual employees. They should be very interested in helping to promote and implement career education efforts as a component of bilingual education.

Maria: Title IV-C, ESEA, did compile last year a preliminary list of business organizations, Community Based Organizations, and Educational organizations with whom Title IV-C projects involving Hispanic youth could make contacts.

Carolyn: InterAmerica has the NATIONAL CLEARINGHOUSE FOR BILINGUAL EDUCATION. As part of this operation, they have authority to issue a subcontract which, in part, is intended to link bilingual education with business organizations. This subcontract - which will expire in September, 1981 - has not yet been awarded. Since it involves about \$80,000, it would be very helpful to our efforts at career ed/bilingual ed linkages if that subcontract could be awarded and successfully carried out.

Raul: The 1980 reauthorization of the Higher Education Act includes Title VI - "International Education". Within Title VI, the Hispanic Higher Education Coalition recommended establishment of USA/MEXICO RELATIONS CENTERS. This could, IF established, be used with a career education emphasis. The way that the LATIN AMERICAN CENTERS now in existence operate is primarily in a mode that sees them taking from - rather than sharing with - Latin America.

Justino: Under Title VII, there are also BILINGUAL SERVICE CENTERS. In New York City, we are working with one of these Centers who will be putting on a one-day "Career Fair" for Hispanic youth this Spring.

Is there any kind of National Hispanic Business Organization now in existence?

Justino: The Commonwealth of Puerto Rico puts out a NATIONAL DIRECTORY OF PUERTO RICO ORGANIZATIONS - including business organizations.

Vernon: There is an organization in Chicago called OMAR. This is an advertising/public relations firm that does a lot of research in the Hispanic community. They would undoubtedly have very good ways of knowing about Hispanic community values and about Hispanic business organizations.

Raul: The three major Hispanic business organizations to contact are:

- LATIN AMERICA MANUFACTURERS ASSOCIATION - Manuel Calderas
Phone (in Washington, DC): (202) 467-5803
- NATIONAL HISPANIC CHAMBER OF COMMERCE - Joe Flores
Phone: (916) 448-5777
- U.S. HISPANIC CHAMBER OF COMMERCE - Nelson Rodriguez
Phone: (214) 358-3833

Issue: How to involve parents of Hispanic youth in career education

Justino: "Career education" isn't yet a "household term" among parents of Hispanic youth. Parents bring their children to school with great expectations - which typically, because of what the Education system does to these children (and fails to do for them) falls by the wayside in a few years. How can we keep this initial parental enthusiasm up? At its roots, the whole issue here - in terms of career education - is the fact that, for many Hispanic youth, parents know there will be no JOBS at the end of the line.

Raul: The networking/linkage system needs to be strengthened. Puerto Rico is a good example. There, a number of higher education institutions exist which are preparing Hispanic youth for careers which, in fact, will not exist when those youth graduate with their degrees (i.e., Sociology, Psychology, Philosophy, etc.)

Carmen: Bilingual Education programs at the local school district level do all have a PARENT ADVISORY COUNCIL. Such a Council could become a very valuable resource for career education.

Jim: AGREE. Some of the active Councils carry messages to the school board about all kinds of educational concerns. They also tend to become active in other community affairs. One such parent is now traveling extensively throughout the Southwest conducting training institutes. She is an active member of a number of community organizations and has developed into an influential political figure.

Olivia: In Arizona, we hold an Annual Bilingual Education Conference with a very strong parental component. If we were to insert the topic of "career education" into that State Conference, it would be necessary for the career ed "types" to:

- Have at least some of the presentations made in Spanish
- Establish a link between the formal Career Ed Organization(s) in Arizona and our Arizona Association of Bilingual Education

Such contacts have not, to date, been made. Communication is obviously a hard thing to do, but somebody should take the initiative and do so in terms of linking career ed in each State with the State Bilingual Education Association. HISPANIC YOUTH GROUPS - AS WELL AS PARENT GROUPS - NEED TO BECOME INVOLVED IN SUCH LINKAGE EFFORTS.

Raul: The first thing that needs to be done is to present parents with very clear, simple information about career education. CLEAR COMMUNICATION IS ESSENTIAL. Moreover, because many Hispanic parents work odd hours, meetings with them may have to be scheduled for Saturdays, evenings, or even Sundays. Because many Hispanic parents are poor, it will also be necessary, in many cases, to provide them transportation, babysitting services, etc., if you expect them to attend a meeting to talk about career education/bilingual education linkages.

Jim: It's been our experience that parent meetings conducted by parents themselves are the best. Parents are the best "trainers" of other parents. We've identified a few parents in each region of Colorado, trained them and they now, in turn, serve as "trainers" of other parents.

Justino: Former Congressman Badillo - who also served as Deputy Mayor in New York City - initiated a program in the late 1960s under which he brought professional business persons from Puerto Rico into New York City classrooms to visit with Puerto Rican youth enrolled in the New York City Schools.

Justino: There is a cassette tape on the market called "BILINGUAL CAREERS." I have used it with parents to teach English as a Second Language. If it were refined and expanded, that idea could be a valuable one for consideration in devising career ed programs for Hispanic youth.

Olivia: SESAME STREET has a kit done in Spanish on CAREERS which is now on filmstrip and cassette tapes for primary grades that can be used for teacher training.

Carmen: Could the ERIC Clearinghouse On Career and Vocational Education disseminate information on career education to Hispanic Organizations? Could Hispanic Organizations make presentations to the National Advisory Council on Career Education?

Issue: How to use career education as a vehicle for improving basic skills through bilingual education for Grade 7-12 pupils

Jim: Because bilingual education has, in very recent years, been available to K-6 pupils, we face a different kind of problem in delivering career education to K-6 Hispanic pupils than to those now in Grades 7-12 who, during their elementary school years, were deprived of the opportunity to participate in bilingual education. As a result of bilingual education, the K-6 pupils have

experienced a certain degree of success - and a resultant raising of aspirations through consideration of his/her culture as part of the teaching/learning process. This condition cannot typically be seen for Hispanic youth now in Grades 7-12. The Grade 7-12 Hispanic student is, as of now, typically one with very limited aspirations and quite prone to become a high school dropout. Thus, the Grade 7-12 student is going to need a different approach to building aspirations - i.e., a remedial approach to building basic academic skills, self confidence, etc. In career education for such students, we will need appropriate materials for use with students along with opportunities for parents to participate in career education efforts.

Ramon: Perhaps, in the short run, Grade 7-12 students are more appropriate to concentrate on in career education, but K-6 pupils is the obvious long run answer. There are two points to be made here:

- We musn't assume that "career education" is the only answer for these Hispanic youth
- Many Hispanic youth see school as a "dead end". It's possible that, if career education is pictured as something leading toward a job "at the end of the rainbow", it may motivate Hispanic youth to learn more in school.

Vernon: Career education isn't going to improve basic academic skills - i.e., only instruction in the basic academic skills can do that. On the other hand, career education may improve MOTIVATION of Hispanic youth to learn. The question I would ask is how will we involve Hispanic values in this career education effort so that it will have more meaning to Hispanic students. Motivations are obviously the KEY to academic success of Hispanic youth. I've already demonstrated that through my own teaching. Input of Hispanic experts will be essential in building an effective career education plan for Hispanic youth. The Hispanic point of view, of course, must extend to ALL of the educational programs for such youth, not just that part known as "bilingual" education". The career education philosophy and materials, as it currently exists, will have to change in ways that involve the Hispanic point of view.

Ramon: We come back to how we make school meaningful to the student. All the career education in the world won't help if, when the youth leaves school, society hasn't changed so as to help that youth be better accepted by the broader society. Obviously, we have to change the environment - as well as provide career education to students. Can career education attack this problem on both fronts simultaneously?

Justino: IF career education is a motivational vehicle - and I think it is - then it behooves those who want to promote career education to transmit the career education concept to the trainers of teachers of bilingual education. Those involved in bilingual teacher education efforts must be given knowledge of how to infuse career education into the teaching/learning process. This will require more than simply "requiring" one or more courses in career education of all prospective bilingual education teachers - i.e., the challenge is one of how career education concepts are made an integral part of educational methods courses now existing for use in training bilingual education teachers.

Olivia: The viability of the link-up we seek between bilingual education and career education rests with making sure that we don't attempt to picture "career education" as a panacea for academic motivational problems facing Hispanic students. Instead, career education must be properly viewed as only one among several viable motivational vehicles for use by classroom teachers with Hispanic students.

Justino: The career education movement is really just stating the obvious. As one concerned about the education of Hispanic youth, I am faced with the challenge of motivating that youth towards:

- Learning the basic academic skills
- Completing high school
- Remaining in the Hispanic community

I can take students on a field trip into the South Bronx where they can both

- Learn about jobs
- Raise their social consciousness

We need to look for ways to infuse a career education approach into the daily work of the bilingual education teacher.

Jim: Career education could learn much from bilingual education's "experiential education" approach to the teaching/learning process, from methods used by bilingual education for bringing the home environment into the teaching/learning process, and from involving parents in the teaching/learning process. Career education - as information - is important BUT much more important is how such information can most effectively be transmitted to Hispanic youth through bilingual education.

Justino: In our bilingual education program, we have the best success when we take Hispanic youth on field trips to business/industry settings. Career education is a natural extension of bilingual education.

Ricardo P: In Texas, we know that career education is working better in our elementary schools than in our high schools at the present time.

Ricardo I: If we can agree that our goals in linking career education with bilingual education include involving the Hispanic student in his community and in his culture, perhaps we could identify careers that would be in these areas. Should we concentrate relatively more on careers that will eventually best help the Hispanic student improve his community?

Vernon: NO. We have to talk about all careers, but, in doing so, recognize that any career can be used by the Hispanic person - directly or indirectly - to improve the Hispanic community. Our Hispanic kids aren't stupid. They know that a Hispanic woman with a college degree will earn only 1/3 as much as a white male with that same degree.

Ramon: Are we going to predicate the variety of career choices made available to Hispanic youth to careers that will provide direct help to the community? That, it seems to me, is being much too narrow. In Lancaster, Pennsylvania, there was one Spanish Center that received money to rehabilitate neighborhood housing. This project resulted in doing several things at the same time including:

- Economic incentives
- Jobs
- Neighborhood improvement

These were all of immediate benefit to the Hispanic community.

Vernon: Ideally, without in any way limiting career choices of Hispanic youth, we should show how Hispanic youth, through any career they choose, can use their skills and knowledge to improve the Hispanic community.

Jim: I know we're not going to track our students so that, no matter what, they will automatically return to the Hispanic community. Obviously, we want to promote and provide maximum freedom of choice. Every career holds potential for returning benefits to our Hispanic communities. It's just second nature to us. For example, in the LULAC organization I worked with in El Paso, we had people employed in fields such as accounting, computers, etc. They had no direct opportunity to improve their Hispanic communities through their jobs - SO they did this community improvement in their leisure time - in addition to their paid occupations.

Justino: AGREE. This is what we've done. The task is to convert this commitment from us to our students. This then, represents a new dimension of career education required to make it meaningful to Hispanic populations.

Raul: What we're talking about is building a social commitment to our ethnic group. I would like to see the career education materials to be used in accomplishing this. We need to be careful that those materials don't carry a message that the person has an obligation - rather, that he/she has an opportunity to do so.

Vernon: AGREE. We don't want these materials to create guilt feelings among Hispanic youth.

Olivia: AGREE. We are expecting a commitment of Hispanic youth to their communities but there has to be some give on the part of the broader society too so that the broader society will become more receptive to taking Hispanic youth into their environments.

Ramon: In most smaller towns, different subcultures tend to be inward looking - i.e., they protect their community. Community commitment must be looked at in this broader context of the total community - not just on the Hispanic elements of that total community.

Ricardo I: Nobody's going to HELP Hispanics more than Hispanics.

Justino: The concept of personal meaningfulness is very important to this "community involvement" idea. A career education approach can help here. When things are made better for Hispanics in a given community, the whole community is helped.

Ricardo P: Which careers should be introduced to Hispanic pupils in elementary schools? It might be good to consider giving priority to those careers where Hispanics persons have, in the past, been most successful.

Vernon: DISAGREE. We need to expand - not restrict - career choices for Hispanic youth.

Raul: The National Center for Educational Statistics (NCES) has statistics about what careers Hispanics have entered. By and large, Hispanics have entered careers that are least expensive to enter.

Vernon: This is where career education can help - i.e., it can open up career options for Hispanic youth.

Pamon: I'm getting an impression that public vocational high schools in the last few years have become elitist - with long lines of applicants waiting to enter. The number of minority persons in vocational schools has been very small. It's ironic that, the better our vocational education schools have become, the more they have moved toward excluding minority youth. If this is a National trend - and I suspect it is - one of career education's objectives should be to try to increase options for minority youth in vocational education.

Ricardo P: DISAGREE. At least, if we look at postsecondary vocational/technical schools, I don't see minority youth being discriminated against in Texas.

Justino: Historically, what's wrong was that minority youth were perceived at being better at "working with their hands" than in "working with their heads". Now, it's recognized that vocational/technical training can pay off for many youth. That option, too, must be left open for Hispanic youth.

Idea: Where do we go from here? Recommendations for the Department of Education

Raul: Study and review with Gil Chavez the Spanish initiatives that have been set forth in the Department of Education. See where the Office of Career Education could fit in, for example, in

- Use of consultants
- Rules and regulations

Vernon: We're talking about a possible HISPANIC COMMISSION ON CAREER EDUCATION.

Raul: It's possible that, if the Office of Career Education would work with Gil, this could be done.

Vernon: Perhaps we need a State by State needs analysis of career education for Hispanics.

Justino: I've been involved in career education for the last 6-7 years. This is the first time I've ever had a chance to get involved in discussing this area with my Hispanic colleagues. We should use the three mini-conferences for Hispanics in this series as the base knowledge needed - not simply to create some new body to "study the problem further". The basic concerns of Hispanics in career education will surely be pretty completely expressed by the time these three mini-conferences are concluded.

Clivia: It would be very helpful if, after this series of three mini-conference notes have been studied by Gil, if Gil would communicate his own thoughts to all participants.

Ramon: NABE has 10 Special Interest Groups - one of them is "vocational education". Contact should be made with the Chairperson of that group - Dr. Allen Hurwitz, Fitchburg State College (Massachusetts). Each Special Interest Group (SIG) has "x" number of slots in their program for the NABE National Convention. Perhaps one of these could go to career education.

Justino: I've been attending these voc ed workshops at NABE. Most of the participants are not Hispanics. It might behoove NABE to expand this interest group so that it could be called "career education" - with "vocational education" being only one component of the SIG.

Ramon: Each SIG has a lot of autonomy.

Ismael: Rod Cruz will be presenting a paper on "Career Education In Bilingual Education" at the NABE National Convention this year in Boston.

Rod: I've written a paper on "Bilingual Career Education". One of my premises is that Bilingual Education and Career Education should go hand in hand. A second premise is that bilingual vocational training - much as it is needed - has been overemphasized for linguistic minorities. Career Education is needed among minority persons even more than among Anglos.

Ramon: Rod's presentation will be as one of NABE's "concurrent sessions". It may get published in the Conference Proceedings - or it may not be.

Rod: I'm going to emphasize that OCE should be teaming up with the Office of Bilingual Education. For example, there should be joint mini-conferences sponsored and conducted jointly by OCE and Bilingual Education.

Vernon: One thing that could be done is for OCE to make sure you have systematic Hispanic input into all Career Education National Conferences. Second, OCE should seek to help Hispanic organizations link with other National community organizations currently working with career education.

Ramon: We have seen too many situations where a Hispanic is put on a project "just for show". That doesn't appeal to me. We have to be involved if we're going to be asked.

Jim: We should assume that career education materials for bilingual education will be translated in terms appropriate for various Hispanic groups.

Ramon: Structurally, Spanish is Spanish. Good Spanish is good Spanish. We don't need three "translations" - one for Cubans, one for Puerto Ricans, and one for Mexican-Americans.

Jim: If OCE is to talk with Bilingual Education, there should be some way of distributing the resulting materials to bilingual education associations.

Ramon: Nationwide communications could be made through NABE newsletters. Regionally, the EDAC (Evaluation, Dissemination, & Assessment Centers) funded by Title VII, ESEA could also help on this.

Ramon: The NATIONAL CLEARINGHOUSE FOR BILINGUAL EDUCATION should also be involved in this communication effort for making the bilingual education/career education "connection".

Miniconference #167

MINORITY ORGANIZATIONS AND CAREER EDUCATION

March 30-31, 1981

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Issues Raised by Participants:

1. How to build a better working relationship with educators.
2. How to most effectively supplement the efforts of educators - not supplant them - in meeting career education needs of Hispanic youth.
3. How to solve the definitional differences between vocational and career education for Hispanic youth and for educators.
4. How to keep from threatening educators with involvement of community organizations in school settings.
5. How to infuse a career education involvement of community organizations so that it's incorporated into the total school program.
6. How to gain academic credit for students who participate in the program.
7. How to develop cooperative linkages between OCE, schools, community organizations, families, and the Hispanic youth culture.
8. How to relate career goals with other life goals.
9. How to overcome sex stereotyping in career education of Hispanic youth while respecting the cultural heritage.
10. How to raise career aspirations of those Hispanic youth from low socioeconomic backgrounds.
11. How to provide effective career education for first generation Hispanic youth.
12. How to get effective career education for very young Hispanic children - i.e., not waiting until the junior/senior high school years.
13. How to make career education more exciting to Hispanic kids.
14. How to make career education more simple in its delivery so that community persons can become more involved.
15. How to get effective career role models for use in career education of Hispanic youth.
16. How to emphasize productive use of leisure time as part of career education for Hispanic youth.
17. How to solve the urban/rural transition problems related to career education for Hispanic youth.

Discussion of Issues

Issue: How to infuse a career education involvement of community organizations so that it's incorporated into the total school program

Maria: I've found schools willing to accept our career ed program because the school had no financial commitment to it. They just give us space. We bring in the resource persons, provide career ed. workshops, take kids on field trips, etc. My worry is what will happen when our Federal funds disappear? In San Juan and in Connecticut, schools give youth academic credit for our program. Thus, it may continue to exist there but, in other cities, this isn't done.

Shirley: There are two basic issues here:

- community organization support to keep an effort going, and
- school system support.

Both must be considered.

Maria: Community organizations need funding sources in order to exist. They can't continue without support. When Federal funding sources fail to exist, the community organization's support must also disappear. The question I'm asking is, "will the schools continue this effort using their own resources?"

Dave: There is a body of evidence that career ed works with white middle-class youth but there's no comparable body of evidence to indicate that it works for Hispanic youth. We need to be sure of what the career ed effort for Hispanic youth will consist of. Given that, what would then be needed is to interest the community. One of the ways that could help here would be to go to other community elements outside the school system and urge them to support a sustaining effort. For example, a local industry might become interested, as might local leaders of Hispanic organizations. Such groups should be interested if we have, in fact, a viable way of getting "career" help to Hispanic youth. In addition, we can think of using political forces to mount a sustaining effort. The point is, we need to make it hard for the school system to simply announce that "we're dropping this career ed effort".

Maria: We have a lot of community groups now who meet with our Boards of Education. When this happens, we always talk about the positive things we've accomplished. When we met with our local Superintendent of Schools, we found him supportive of our program but then he always talks about the school "budget" and how limited it is. At this time, we are working with Freshmen - rather than Seniors as we first were asked to do by USDOL - and can use data about our successes in reducing high school dropouts to address Board of Education members. Such figures can certainly be used in budget meetings to help demonstrate that our program is an "investment", not a "cost".

Dave: AGREE. Each school program must be related to the school budget.

Maria: Everything we do now involves the regular school staff - at least they're invited to participate with us. This is helping us get some visibility with staff persons in the schools. Teachers who go with us on field trips have a pretty good concept of career ed. They do incorporate some of

the field trip learning into their lesson plans. English teachers have been the best. Math and history teachers haven't been nearly as effective.

Ted: In one of our local high schools, we've found that when we call kids out of classes, we sometimes only get 1 of 10 kids we've asked for. The teachers don't want to let kids out of their classes - and we don't blame them. The school counselors - obviously limited in the time they have - are also threatened by our efforts to help kids in career exploration. To solve these dual problems, we are now beginning to set up some career exploration courses which high school kids can choose as an elective course - with that course being taught by the school counselor. By doing this, we hope to reduce both teacher and counselor resistance to our efforts.

Ted: In our career effort, we're now concentrating on helping both industry and schools answer the "What's in it for me?" question with respect to working with us. We're getting good cooperation so long as neither schools nor industry see either:

- An increased work load, or
- An increase in their hard dollar budget. Schools are cutting down on the numbers of counselors they employ now, but the counseling needs of youth are just as great - or even greater - than they ever were. Thus, schools do need us more now. They know they can't do it by themselves. The principle of making it a total community effort - with the community sharing in both the credit for success and the blame for failure - is gaining wider acceptance.

Shirley: How do schools get career ed funds? Shouldn't teacher education institutions be involved if career ed is to be implemented?

Maria: We've been invited - as a community organization - to participate in P.L. 950207 (career ed) inservice education for educators next year. BUT, even though we will do that, it won't help much in terms of our basic problem - i.e., how to incorporate our program into the education system once Federal funds are gone. Our participation in the school system's career ed inservice activities is a "band aid" approach but in no way a "cure".

Gladys: Our organization could help - as an advocacy group - through sponsoring community meetings where we can help community members understand what career ed is. If community members understand, they could become an effective lobbying group.

Maria: I think that's an excellent idea. I hadn't thought about linking with your group, Gladys, in gaining community support for our in school career ed effort.

Ted: With parents of younger children, we mass mail out career/college information so that the parents will have some basic information for use in visiting with their children. If we keep mailing these materials year after year, parents will eventually read them - and use them!

Shirley: The media could be used to reach parents and other community persons and enlisting their support for career ed.

Maria: We find we can reach Hispanic parents better by radio than by mass mailings. Parents respond by calling our organization to talk about the "career" problems their children are having BUT they won't call the schools to talk about such problems. THIS IS ONE SPECIFIC WAY IN WHICH COMMUNITY ORGANIZATIONS SUCH AS OURS CAN BE EFFECTIVE "PARTNERS" IN A TOTAL COMMUNITY CAREER ED EFFORT.

Issue: How to overcome sex stereotyping in career education of Hispanic youth while still respecting the cultural heritage

Shirley: MANA (Mexican American Women's National Association) is an advocacy group for Mexican-American women. Women are held in a different esteem in the Mexican-American culture which can be both an asset and a liability. In our culture, there are "male roles" and "female roles". With the economic system now demanding, more and more, that women work in paid employment, a change in community attitudes toward women is obviously needed - and must be met. Sex stereotyping is a problem that starts in the home and extends to the community in general.

When I deal with parents of young children, I find it's easier to convince them to give a boy a doll - or a girl a tool set - if you state the reasons for doing so in normal human development terms rather than mentioning anything about possible eventual career choices. In the Mexican-American culture, sex stereotyping campaigns are more resisted by men than by women.

In terms of career ed, sex stereotyping is an especially great problem when it involves questions of upward career mobility for Mexican-American women. In the Mexican-American home, kids are taught a lot of good work habits but they are NOT taught nearly enough about how to move up in the occupational society. We have to work with the family as well as with the student.

Maria: With Puerto Ricans, it's the same in some ways but different in other ways. Puerto Ricans came to the USA in the 50s and 60s in order to find jobs. It was easier for women to find jobs in New York (in the garment industry) than for men to find any kind of job. Now, with the second and third generation Puerto Ricans, girls are interested in considering a wide variety of careers, but the cultural pressure to become married and to raise children is still there. Men and women have always worked in the Hispanic family but the unmarried Hispanic female has not met the cultural expectations of being married and raising children - and so does not fulfill the complete cultural expectation.

George: We've studied various sub-groups of Hispanic youth. There are distinct differences in rural versus urban families in Puerto Rico. In the rural family, the traditional stereotypes of "proper" family roles still exists - but not so much in the urban Puerto Rican family.

David: Socioeconomic, geographic, and educational levels create great disparities among subgroups of Hispanics - just as they do in any other sub-culture. To try to attempt any kind of generalization as applicable to all Hispanic persons, will limit the effectiveness of the programs which one

tries to implement.

Shirley: There are special problems of sex stereotyping among Hispanics that do differentiate them from the general population.

George: AGREE. As an example, there is a new Health Careers film showing a Hispanic female M.D. talking to a Hispanic girl about her possible interest in becoming an M.D.. When the M.D. suggested that the girl talk with her mother about this career interest, the M.D. dropped her head. That is a Hispanic - not an Anglo - concept and custom.

Maria: The stereotype of the Hispanic family as a close knit group isn't a "stereotype" - i.e., it's a FACT!

George: AGREE: This gives community organizations such as ours an added opportunity to be effective in delivering career ed to Hispanic youth.

Shirley: The only way I've overcome sex stereotyping is through stubbornness and persistence.

Maria: It's not going to stop me at all. I'm ambitious, I have goals, and am working to meet them. My family is very proud of me in my professional life. The problem is, they still worry about my personal life.

Gladys: We Hispanics think and talk too much about our culture but - when we really want to get somewhere - we do get there! It really isn't much of a problem. I've always been encouraged to be whatever I want to be. We have a tendency to overemphasize how our culture is holding us back when, in fact, it really isn't.

Shirley: It hasn't affected me, but it surely is affecting many rural Mexican-American families more than Anglo families of similar socioeconomic status. Sex stereotyping is a special problem for Hispanic women - at least for many of them.

Maria: It doesn't work to present non-traditional jobs to Hispanic women. In our culture, "progress" is defined in terms of "clean, white collar" work. We can't suggest to our Hispanic girls that they should seriously consider becoming an "auto mechanic" or a "telephone repairperson". Progress in our culture isn't measured by how much money one makes but, rather, by how clean the work is.

Shirley: With Mexican-American families, being "happy with your job" isn't the NO. 1 thing. The "NO. 1" thing is the status of your occupation.

Maria: The Anglo-American can feel free to choose any occupation he/she wishes. As a Hispanic, on the other hand, I must try to counter the expectations of society in general that Hispanics are best suited to do the blue collar jobs. Thus, I refuse to choose a blue collar job or I would be reinforcing that societal stereotype. That is one of the reasons why status is so important among Hispanics.

George: DISAGREE: In my family, it really didn't matter to my parents what their children did in terms of careers. In terms of stereotyping,

the thing we should do is show ALL careers to both males and females. It would unfair for us to do otherwise. After all, most Hispanics are still "strangers" - "visitors" - in the U.S.

Issue: How to raise career aspirations of those Hispanic youth from low socio-economic backgrounds

David: This problem implies one's total pattern of living. It's hard to raise the aspirations of a youth with a low self-concept. We would have to start very early in life by working with the family before the child enters school. Poverty is a state of mind - not only a condition of lack of dollars! We are speaking here about attitudes, i.e., "career aspirations" are part of a much broader problem. If you had a "career week" that went from morning to night, it wouldn't be enough to raise career aspirations much.

Maria: In the Puerto Rican culture, there is a fatalism that says "IF YOU ARE POOR, YOU WILL ALWAYS BE POOR". It also says "THAT'S WHAT GOD WANTS FOR ME". It's very real. When we try to help these kids see themselves in a positive, optimistic light it's very difficult to overcome this fatalism. It's a very difficult goal, though obviously a very important one.

Ted: The welfare needs and immediate needs of low-income people is that they become secure with receiving \$400 a month plus \$200 in food stamps. If a youth in that family goes to college and receives money to subsidize his/her college attendance, the total amount of money going to the household is increased - which means, most often, that the food stamp allocation of \$200 per month is decreased. The family, because of its low economic status, needs the youth to go out and work NOW so that more money can come into the home. If the youth attends college, he/she not only fails to bring more money into the home, but, in addition, may actually cause less money to come into the home. Is it any wonder that some low socio-economic level Hispanic families discourage raising career aspirations of their children? They can't afford for their children's aspirations to become so high that they want to attend college.

George: There is a defeatist attitude in existence among many low income Hispanic persons. Given this, it's easy to see why high career aspirations are seldom evidenced and difficult to encourage.

George: We try to get out of this kind of difficulty in our program with a parent surrogate support system. For example, there is a youngster who grew up in my neighborhood who dropped out of high school BUT his older brother, serving as a surrogate, induced him to join the Army. His parents were separated so his brothers gave him this needed encouragement. I've often seen very strong Hispanic women raise their children by themselves. This is not to say they can raise their career aspirations.

Maria: The probabilities are that a single-parent Hispanic home is a positive role model for the youth in that home.

George: The "extended family" concept is also a set of positive career role models here. This is one way of raising career aspirations.

Maria: Positive reinforcement is very important if career aspirations are to be raised. Whenever an aspiration is stated, we need to reinforce it.

Maria: Another alternative is to meet with school counselors in an attempt to make them more aware of the Hispanic culture. Unless they understand that culture, they will have difficulty in their attempts to raise career aspirations of Hispanic youth.

George: We need to develop alternative learning opportunities for our students. Where the educator works for a CBO, the CBO has some control over this situation. When teachers can see kids getting a fair shake, they like it. The basic thing is to start with an assumption that the kid IS worthwhile. The problem is one of finding appropriate career exploration sites. SER can do this, but it's a very expensive program - 65% of the funds required go for paying stipends to the participating youth who, because they are poor, really need this stipend money. Other major expenses are mostly associated with creating and sustaining community linkages, and with the low teacher/pupil ratio of 25:1 and the low counselor/pupil ratio of 40:1. We are now trying to find more local contributors to match Federal funds in an attempt to lower the total Federal cost. Increasingly, we find ourselves depending on our local PIC Councils.

Maria: We're going to seek local community matching for our Federal dollars this year. Next year, we hope that the Board of Education will pick our program when our Federal funds disappear. In New Jersey, our local PIC Council seems to be a very likely source of good help for us.

Ted: We realize that no single company/industry will give us very much money so we use a "consortium approach" of asking each for some money and then pooling the funds we receive in a single "pot". Most successful career persons in the community are willing to volunteer their time to go into schools and talk with young kids about their "career" problems. That doesn't cost any hard dollars - and much of the "cost" of career ed is of this type. Still, to get the effective "glue" to hold the total effort together as a community effort does require SOME hard dollars, and we need to find them somewhere.

Issue: Can career ed contributions of Hispanic community organizations best be done as: a) an alternative delivery system to school efforts, b) a "partner" with the schools, or c) a supplemental source of financial/ personnel assistance in the schools?

Maria: In order to change a system - like Education - you must become a part of that system. As an "outsider", I must meet the education system's certification requirements. Having done so, I'm now welcomed because I bring in services BUT I'm not really a part of the school system. If Federal funds for my program were to last, say 10 years, perhaps the school system would incorporate us in its structure, but, if Federal funds stop now, the school system will drop us. Let's say, for example, the block grant structure comes through under arrangements whereby the school system could elect, if they chose to do so, to use part of their block grant money to support our services. They might choose to do so if we have been around for years, but they're unlikely to do so if we've been around for only two years.

Ted: One policy, if block grants come along, is that minority organizations should be represented on the Board that decides how to distribute those funds. That's pretty much the way it operates now. Right now, our organization receives a combination of Federal funds and private sector contributions - no State or local education funds. This is the IDEAL - i.e., we don't have to be accountable to the local school district. If we were, our freedom to help Hispanic kids would be curtailed. To receive money from a local school district would mean we would have to meet the school system's needs - not the community's needs. We would have destroyed the basic rationale for having a COMMUNITY BASED ORGANIZATION.

Maria: Our Hispanic youth will still be enrolled in schools long after Federal funds are cut. How will these students be served then? Our Centers, as a CBO, cost about \$12,000 each per month to run now. If we were a part of the school system, the cost would be much less - i.e., the school would be supplying the space and overhead and would have to pay only for 2 or 3 additional counselors.

Ted: Our community organization doesn't want to be a part of the school system. After all, it's the teachers and counselors in that system who Hispanic kids want to get away from! The kids are glad to see us when we come into the schools. We come in all day 1 - 2 days per week in urban settings - or, in smaller rural school districts, perhaps only 1 day every 2 - 3 weeks. The rest of the time, we're back in our offices. Our main interest is getting assistance to Hispanic youth who want to go to college or some other form of postsecondary education.

Shirley: I'd like to think our total services to Hispanic youth would be a more complete experience extending far beyond simply supplying information. Assistance in using that information is also needed. Career ed must begin in early childhood. A continuous system of active assistance is needed. Right now, my "IDEAL" for MANA would be to put pressure on the school system to better meet the career ed needs of Hispanic youth. MANA would like to participate on a career ed advisory board, but not as a service delivery system for career education.

Ted: The LULAC Division of Educational Services is a service delivery system, but one that works better if not a part of the formal Education system.

Shirley: AGREE: If you're on the inside of the school system, it's much harder to object to some of what's going on in that system.

Maria: DISAGREE: I can't change the school system from the outside. My goal is to change the existing Education system.

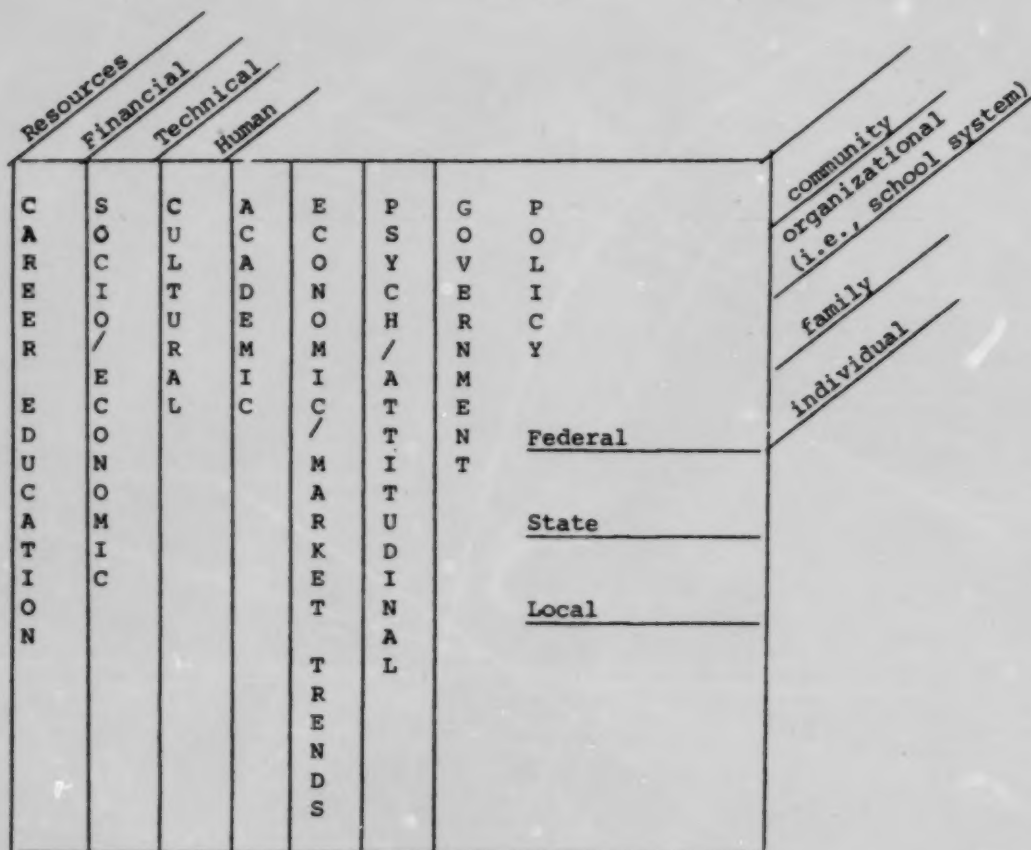
David: The problem is that different communities will have different needs. What's appropriate in one place won't be appropriate in another. In my "IDEAL", I think the Education system can change BUT change can - and should - take place at the community and home/family levels as well. We can't think about change ONLY in terms of the school system. The thing to identify now is what are the parameters of change. Ultimately, the "IDEAL" would be to seek change both in the Education system and in the community.

Career education is seen within the context of its interaction with the socio-economic characteristics of the client population, the academic development of the client, economic and market trends, the psychological and attitudinal variables of the client, and Government policy at the Federal, State, and local levels.

The career education process can be implemented at different levels of individual, family, organizational, and community. Each level may have specific needs and may require specific strategies and programs to be implemented. All of the variables mentioned here interact with the resources available (financial, human, technical) to develop viable programs.

The role of Hispanic organizations in the career education process will vary depending on the organization and their respective communities. Within the context of the variables discussed, each organization will have different needs and priorities. A schematic representation of the interaction of the variables discussed is presented in the following figure:

Figure A



Gladys: Different communities have different needs. Both the education system and the community need to be changed. My organization can create facilities for community persons - including parents - to meet. We're not a direct delivery system.

David: Whenever you deal in Human Services, you always have to specify:

- The client,
- The community, and
- The services to be delivered.

Gladys: Not all school boards have the proper balance of membership so as to be able to represent the total community.

Maria: IDEALLY, educational change is needed - including changes that result in putting CBO representatives on the school board. This is what we would hope to work toward so that school programs offered by CBOs become incorporated in the regular school program.

Ted: Once you start receiving funds from the school district, you are no longer representing the community. Instead, you are just part of the school system, and remember, the school system doesn't represent the COMMUNITY. I'd like to see the day school systems have a good career ed program, but that wouldn't take the place of community organizations who represent the community. The total COMMUNITY must take responsibility for the COMMUNITY career ed program.

Shirley: It would be ideal if opportunities existed for career education to begin either as a COMMUNITY ORGANIZATION EFFORT or as a SCHOOL SYSTEM EFFORT - but it should wind up being both. Resources are going to be a key part of the answer in the years just ahead.

Ted: LULAC Education Centers do try to be represented on Education Committees but LULAC, in general, is involved in all kinds of community concerns in addition to those associated with the Education system - e.g., water system problems, civil rights problems, etc.

Ted: The LULAC Education system is concerned about education as preparation for work. We try to get the education system to change so kids will be better prepared for the jobs that are out there. For example, part of the Space Center will soon be moving to Colorado Springs. We want jobs there filled by youth and adults who now reside in Colorado Springs - not by outsiders who are "imported" there with the kinds of skills needed.

Issue: How to make career ed more exciting for Hispanic youth

Ted: We hit on this some yesterday when we talked about the use of media. Just talking about career ed and passing out brochures to kids isn't very exciting to them.

Gladys: Bringing adult role models from the Hispanic community in to talk with young children would be exciting to Hispanic youth.

Shirley: With very young Hispanic children, we can point out "this is what various workers contribute to their communities".

Maria: The content of career ed will be just as exciting to Hispanic kids as to any other kids. The important point is who presents it - not what's presented.

Ted: Lots of Hispanic kids would be interested, for example, in police work BUT they don't know - if we don't tell them - that you have to take a test in order to get a job as a police officer.

Maria: For Hispanic youth, the home/family structure must be an important part of any career education effort. In the urban setting, the Hispanic kids are learning to be "street-wise". Their career options have to tie into their home and family structure. For example, if the kid thinks he wants to be a drug pusher - or a police officer - or a teacher - we would ask him to consider each of those choices and relate them to the home/family structure.

George: We worked with 250 Puerto Rican kids last Summer in Puerto Rico. The home/family structure was very important there. I'm not sure if this would apply to other Hispanic groups or not.

George: To make career ed more exciting to Hispanic youth, we should try to place them in some kind of job just as quickly as we possibly can. In Puerto Rico, we had more parent involvement than in any other place. In the USA, we didn't see the "magic" of the home/family structure that we saw in Puerto Rico.

Maria: We have found the same thing. Our program worked better in Puerto Rico than it did in New York. There's an apathy in New York that's not in Puerto Rico.

David: To make career ed exciting, you need to look at characteristics of kids.

George: In Miami, it would be important that some kind of tangible placement be involved.

David: AGREE: As an example, one girl in our program, when taken to a work setting, found that, if she enters the company as an entry level worker, the company has a plan where they would pay her college expenses. That has appeal!

George: Uniforms seem to appeal to Hispanic youth. For example, in one project where we worked with Sears, we gave each "intern" a special jacket and button. This turned them on. In addition, you can expect anything that involves "hands on" activities to appeal to Hispanic youth.

Maria: The basic thing that would make career ed exciting to Hispanic kids is to involve Hispanic persons in the delivery system. The activities of career ed - in and of themselves - don't have to be any different than for any other kids.

Ted: We need our information to get to parents as well as to kids - if career ed is to be effective for Hispanic kids.

David: It would be a good idea to circulate information about successful current career ed efforts now in place for Hispanic kids in various communities. If such information could be collected, it could be widely distributed to and through Hispanic community organizations. It could be presented in the form of a publication which would include a description of the career education effort and model programs which have been proven effective not only for Hispanics, but for other populations as well.

Shirley: AGREE: Our organizations would distribute it nationally.

George: AGREE: So would ours. We have a National conference each year for our Directors. They are looking for some "how to do it" models. They would really use this kind of information.

Ted: AGREE: Just because such examples would show no current involvement with Hispanic CBOs wouldn't be discouraging to such organizations.

Ted: We have a LULAC Education Center in Miami. I'm not sure they know about career ed resources in that area. When you look at the LULAC structure, you will see we have 43 State newsletters, a National Newsletter, and a National magazine. We have 32,000 LULAC members. We could get exemplary career ed practices out to many persons from the Hispanic community.

George: We have an alternative school in D.C. I don't know if it relates to - or works with - the D.C. school's career ed program now in any way.

Maria: Educational reform would be possible in D.C. if you tie into the D.C. career ed program and make the school feel that what you are doing is an integral part of their total career ed effort.

George: DISAGREE: We don't have that kind of rapport. We want autonomy - the freedom to provide educational services to Hispanic youth in our way. We can negotiate, for example, with the private sector in ways that the D.C. school system cannot. Granted, I do see a need to change the school system BUT this isn't what we are supposed to do with our Dept. of Labor funds.

George: Our concern is institutional change through our alternative school program. We can make eventual institutional change in the school system in this way. In our plan, we will eventually develop the private sector in ways that will actually put Hispanic kids to work. It's a long and complicated process to implement our total institutionalization effort.

Ted: If Education goes to block grants, there's no assurances that school officials will do anything for Hispanic youth.

George: AGREE: That's why we, as a CBO, try to get parents on school boards. We couldn't do that if we were an integral part of the school system. That's why it's better to keep CBOs independent of the school system itself.

Miniconference #168

MINORITY ORGANIZATIONS AND CAREER EDUCATION

April 9-10, 1981

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Issues Raised by Participants:

1. How to use career education as a vehicle for combatting the 50% dropout rate.
2. How to initiate and increase dialogue between the Hispanic community and educators.
3. How to overcome suspicion among Hispanics that career education is aimed at tracking Hispanics toward vocational education.
4. How to incorporate Hispanic persons into the economic system in ways that broaden career opportunities for Hispanic persons.
5. How to use career education as a vehicle for motivating Hispanic youth toward higher career aspirations.
6. How to increase the ability of counselors in Education to better serve the career counseling needs of Hispanic youth.
7. How to make the definition of career ed - that includes unpaid work - meaningful.
8. How to expand the concept of "community" in the definition of career education.
9. How to identify and publicize exemplary career ed efforts for Hispanic youth.
10. How to help teachers of Hispanic youth acquire inservice education required to infuse career education into classrooms.
11. How to incorporate career education efforts of organizations such as Aspira into school system career education efforts.
12. How to provide effective career education to limited English speaking children.
13. How to provide effective career ed to adult Hispanic persons in communities.
14. How to involve Hispanic persons themselves in determining their career ed needs.
15. How to provide incentives for teachers to link better with the total community in career ed - including work on curriculum development.
16. How to get more teacher involvement in developing career education strategies.

17. What's the difference between career education and just "good teaching".
18. How to use career education to sensitize and humanize the education system in ways helpful to Hispanic youth.
19. How to broaden career opportunities for Hispanic youth beyond those available through their own families.
20. How to do effective outreach for Hispanic adults in adult education that includes a career education emphasis.
21. How to develop career education policies for Hispanic persons that take the diversity of orientations into account.
22. How to provide equitable career education to Hispanic youth reared in inner cities vs. those who come to the USA at, say, Age 10.
23. How to develop career ed models that work for migrant Hispanic youth.
24. How to increase Hispanic representation in making Education policy.
25. How to overcome institutional barriers that prevent Hispanics from becoming more involved in career education.

Discussion of Issues

Issue: How to increase Hispanic representation in making Education policy

Pablo: There has to be an educational process in the Hispanic community that moves from rhetoric to action in designing grassroots local efforts to influence educational policy. We could start in communities with significant numbers of Hispanic persons in communities where, say, 60% of the population is Hispanic but there are no Hispanics on the Board of Education. Faced with such a situation, our operational question would then be WHAT CAN BE DONE ABOUT THIS SITUATION?

We need to understand the "politics of politics" before we can act in ways that get us into the decisionmaking process. Once we begin this process, we will then build a strong grassroots constituency that will begin to affect all community institutions - including the Education system.

Henry: For many understandable reasons, the Hispanic community has had to focus on immediate crisis situations rather than fundamental community issues. We are reaching the point where we are starting to become involved in such fundamental issues.

Bill: What's needed is to identify where policy is made and then try to intercede there. For example, if there is a problem with a teacher, we should go to the Superintendent of Schools - not to the teacher. It's the principle of "REDISTRIBUTION OF THE PAIN" that Martin Luther King talked about. We usually haven't gone to this kind of ultimate source. This is what we should do.

Rafael: How can we take advantage of the Federal role in career education to influence significant educational decisionmakers?

Pablo: Hispanic persons, generally speaking, don't now belong to the 16 National community organizations now involved in career ed "partnerships". Any monograph developed from this series of miniconferences for Hispanic organizations should be printed bilingually for distribution throughout the Hispanic community. It could then be a tool for helping Hispanic persons become more involved in career education.

Bill: Despite the alarmingly low literacy rate of Hispanic persons, the first educational effort the Hispanic community got behind was Bilingual Education. No one has been able to show the Hispanic community where they intersect with career education.

Grizel: DISAGREE. Hispanic community organizations have been doing career education because other aspects of the community haven't provided adequate career ed for Hispanic persons. Certainly, the Education system hasn't. Neither have traditional community youth organizations such as the Boy Scouts or the Girl Scouts, for Hispanic youth, that is.

Grizel: We have to find methods of reaching the private sector and get them more supportive of career education efforts for Hispanic youth as provided by community organizations such as Aspira. In these times, before Aspira can face the question of "HOW CAN WE WORK WITH THE EDUCATION SYSTEM?", we need to face - and answer - the question "HOW CAN ASPIRA SURVIVE IN THESE TIMES OF DRASTIC REDUCTION OF FEDERAL FUNDS?" Why is it, in community after community, that the Boy Scouts get 3 times as much support - in terms of dollars - from the private sector than does Aspira?

Henry: AGREE - but we don't necessarily need to create a confrontational situation. What we do need is to develop new kinds of relationships with the private sector. The private sector has the funds. We need to find ways to motivate the private sector to support us.

Bill: Long before Hispanic organizations knew there was a Federal "Office of Career Education", they were engaged in career education. Yet, Hispanic community organizations get less than 4% of the United Way support Nationally. The Girl Scouts get a bigger portion than do Hispanic community organizations.

Grizel: AGREE. As an example, all 3 Hispanic community organizations in Newark, N.J. got a grand combined total of \$100,000.00 last year. A local community Jewish group got \$250,000.00.

Bill: Example - In Chicago, the 3 Hispanic community organizations get \$100,000.00 from United Way whereas the Urban League gets \$400,000.00. Yet, Hispanic workers, through payroll deductions, make sizable contributions to United Way.

Pablo: The Hispanic community, as consumers, spends \$40 billion dollars per year. Still, the private sector, to date, has not been supportive of us.

Lucy: Aspira has recently submitted a proposal for funding to create a linkage with the private sector. Its purpose is to provide career education in the area of business management. Aspira's primary focus is their commitment to the community. Threaded throughout this commitment is the concept of career education.

Volunteer work is in place but not in the conventional sense. Students volunteer their time in the club program but would not be encouraged to volunteer their time as candy-stripers, aides, etc. Still, the whole Aspira effort is aimed at providing young people with the general employment skills of career education. The expected outcome for Aspirantes is to enter the professional work force.

Henry: In the past the private sector hasn't been very supportive of Hispanic community organizations. We have therefore looked to the federal government and sought primarily public assistance for our people. But with public assistance programs at the federal level now in danger, the need to increase our efforts to work with the private sector is obvious. This in my opinion is not undesirable. We are at this crucial time in a much better position to influence the private sector than we were several years ago because of our status as a sizable and rapidly growing consuming population.

Rafael: AGREE. We've had CETA/DOL support primarily. In a way, we've been competing with the Education system for that kind of support.

Lucy: Hispanic community organizations are capable of working with many kinds of community issues. We shouldn't be limited to such issues as, "civil rights", "EEO", and "bilingual education". We have to break away from occupational stereotyping, which indicates that we can only work with the Hispanic section of the total community.

Pablo: Aspira was created 15-20 years ago because of a real need - i.e., the need of Hispanic persons to find jobs with dignity.

Bill: We have traditionally gone to the private sector with respect to affirmative action issues, but not to seek corporate contributions for our Hispanic community organizations. We've operated under a false assumption that the Federal funds would ALWAYS be available. In Chicago, Aspira has clubs in various high schools that are career education oriented. That program - in spite of its high quality - has been unable to attract private sector support so has had to go to CETA for funding. Now we run the risk of losing much of this CETA support for such clubs - i.e., for our LEADERSHIP DEVELOPMENT PROGRAM in the Chicago high schools.

Henry: The basic mistake the Federal programs created for us in the 1960's and 1970's was their failure to tie us into the private sector at that time. Instead we were - and still are - tied very largely to the public sector, which is inherently subject to political whim.

Marlene: AGREE, but I don't see our public sector support drying up.

Issue: What should the Federal Career Ed Office be doing to help alleviate - and solve - the problem of increasing Hispanic representation in making Education policy?

Rafael: Significant numbers of Hispanic persons should be members of the National Advisory Council for Career Education.

Bill: The Hispanic community has much more faith in certain individuals in the Department of Education than in the Department itself.

Rafael: More Hispanic persons should be employed in the Federal career ed office.

Grizel: Hispanic community organizations need help and assistance in three basic areas including:

- linking CBOs with the private sector
- linking CBOs with the public sector (including the Education system)
- linking Hispanic CBOs with other major community groups - e.g., United Way, Girl Scouts, Boy Scouts, etc.

The priority order of these would be: FIRST PRIORITY - linking with the private sector; SECOND PRIORITY - linking with other community agencies; THIRD PRIORITY - linking with the public sector (including the Education system).

Bill: AGREE. To link, for example, with Shell Oil Company, we could begin by showing them how many Hispanic persons have and use their credit cards.

Grizel: With Shell Oil Company, we should appeal by reminding them of their need for oil from Latin America.

Bill: Hispanic community organizations could, for example, go to any energy company with letters from Latin American ambassadors suggesting that the company provide support to Hispanic community organizations.

Grizel: A better way would be a letter from Congressman Roybal.

Bill: The Girl Scouts of USA are trying to set up Girl Scout troops in the Hispanic community in the same way as they establish other Girl Scout troops. It isn't working because the Hispanic culture is different. As a result, the Girl Scouts are not an effective force in the Hispanic community.

Henry: We basically support the concept of increasing private sector/Hispanic community initiatives and feel strongly that federal encouragement and assistance in this regard is essential. But, the Federal Career Ed Office should not initiate contacts with the private sector on behalf of the Hispanic community unless Hispanic persons are fully involved in making such contacts and participating in the process.

Bill: Hispanic organizations have been burned so many times by "brokers" who profess to be interested in helping them that they tend to distrust those who offer to serve as their "brokers". The truth is, Hispanic community organizations are very capable of "brokering" for themselves.

Bill: Career education is a concept that could be made compatible with Hispanic interests. We could, using career education as a vehicle, carry the career education "banner" in our efforts to gain support from the private sector. What is really needed is a JOINT VENTURE involving the career ed movement, the Hispanic community, and the private sector.

Grizel: PARTLY DISAGREE. Aspira could - and does - make linkages with the private sector all by itself. Our problem is that, typically, our contacts are with middle management, not with Chief Executive Officers.

Rafael: AGREE WITH GRIZEL - We're still faced with institutional barriers when we go to the private sector by ourselves. If we align ourselves with career education, it may broaden our base of influence.

Grizel: Before 1982, the career education movement should try to link Hispanic community organizations with the private sector. Time is of the essence. All kinds of groups will shortly be approaching the private sector for support, and the private sector won't be able to meet ALL such requests.

Pablo: We're losing our perspective here on meaningful "partnerships" when we keep referring back to the Federal career education office. That's not where it is. Unless the Hispanic community believes career education is important, it makes no significant operational difference. The ideal model for career education in the Hispanic community may well be different from the career education model of the Federal Government.

Bill: AGREE. For example, if we perform counseling with a Hispanic youth, it typically involves the parents of that youth as well. Or, if you want, say, to involve Hispanic women in some kind of community effort, it would be advisable to first make a home visit and discuss that request with the entire family.

Issue: Is the standard career education concept acceptable to the Hispanic community?

Adela: NO. For example, to a Hispanic child, the word "community" carries a different meaning than that used in the standard career education concept.

Bill: To understand the word "education" from a Hispanic point of view, a person must recognize and acknowledge two basic concepts. One concept pertains to "ACADEMIC EDUCATION" and refers to how far the person has gone in school. The second concept pertains to the "EDUCATED PERSON" and refers to the person who can internalize and project the characteristics of the Latino culture. A person with an "education" is not necessarily an "educated person". Thus, if the "roof" of the traditional career education "house" is called "education" - and that is taken to mean "academic formal education" - then the "EDUCATED PERSON" would be the foundation of the compassion, each an essential characteristic of the "educated person". The Ph.D. from Harvard, in the Hispanic community, is not necessarily an "educated person". That is why, in our culture, college degrees aren't as important as is being an "educated person".

Pablo: The Hispanic model for career education would be different from the standard model. For example, the dominant culture looks at life as though, sometimes, the end does justify the means. This would not be true in the Hispanic culture.

Lucy: The traditional career ed model would be difficult to translate in Hispanic communities, in part, because of the necessity for large amounts of in-service education for teachers and the schools where Hispanic youth tend to go aren't ones that can afford this heavy inservice education cost. Similarly, it would be difficult and expensive to get Hispanic parents deeply involved in traditional school based career education. On the other hand, parents are included in Aspira's efforts. Hispanic parents are very supportive of the need for helping their children with career plans.

Pablo: AGREE. Hispanic parents are involved in career decisions made by their children.

Rafael: AGREE. In addition, there is an element of trust between parents and children in Hispanic families that make their situation - in terms of parental involvement in career education - different.

Diana: Some of our Hispanic forefathers didn't value formal Education as a means of alleviating immediate economic difficulties; however, it has been my experience that nowadays, though working class parents may not exactly understand what it is their children are studying, they are supportive, encouraging and recognize higher education as a positive process necessary for becoming a professional.

Bill: In Spanish, the term "mal criado" means "badly adjusted". The basic responsibility for avoiding "mal criado" resides in the home and includes values that transcend traditional formal education system but seem, somehow, to have been included in the career education concept. The "well adjusted" Hispanic person is one whose philosophy is both holistic and humanistic and whose mind is educated.

Marlene: AGREE. In my agency, I'm the only Anglo. Recently, our receptionist pointed out that, if we come into the reception area and fail to at least say "Hello" to every person, it creates a bad impression - i.e., an impression that they may not be welcomed.

Bill: The traditional career education "house" appears to represent a North American single family dwelling with a purely utilitarian reason for existence. That's unacceptable. For example, if a "house" were to be acceptable, it would have to include some kind of area out front where people could just sit and talk with each other.

Pablo: In the Hispanic community, the "FAMILY" - not the four letter word "WORK" - would be the "foundation" for the career education "house".

Diana: AGREE. Although Hispanic families seem more and more to be composed of single, parent, female-headed households, I would still agree with Pablo in that family members are expected to work out of a sense of "familia", and in that way the family would be the foundation for the career education "house".

Bill: The traditional career education house is missing an ethos necessary to make it acceptable to Hispanic persons. For example, in the Hispanic home, the parent may well say to the child "you can't engage in that type of behavior in this house".

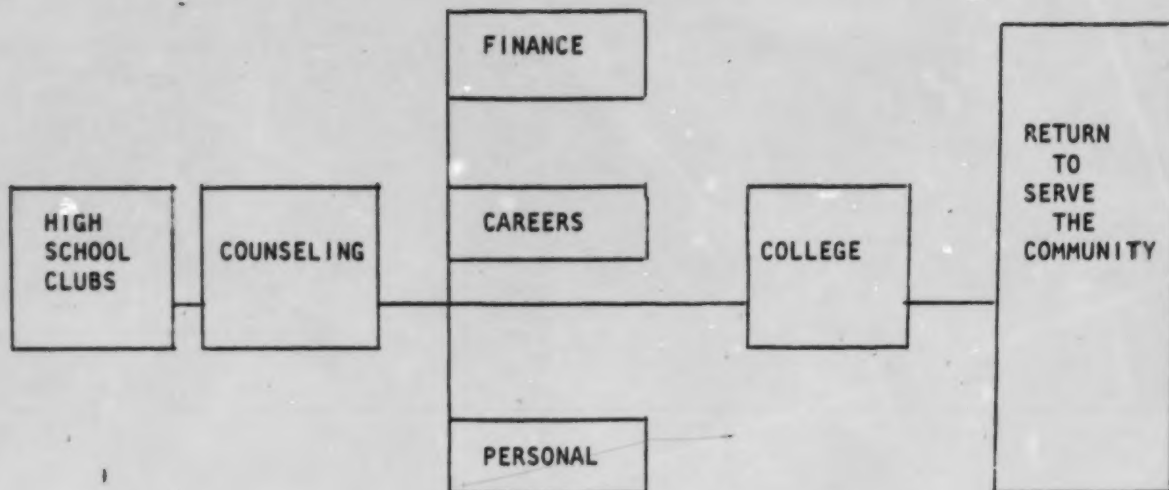
Grizel: DISAGREE. One of the problems we're now having with Hispanic youth growing up in the city culture is that culture is impacting on the Hispanic family in ways that lead Hispanic youth to fail to pay attention to some of what their parents say is proper behavior.

Pablo: We're all looking for a better Life. I've been traveling over the Southwest for the last several months and have noticed that, even though many of the traditional basic values of the Latino culture are under attack, they have not been completely abandoned by the Hispanic community. Many Hispanics are still defending such values and, in doing so, are making great and significant contributions to the total American way of life and to the USA.

Grizel: Some of the cultural values of the Hispanic community have come out of our historical colonization. Some such parts of the Puerto Rican culture are ones I don't want to pass on to my own children.

Henry: We can all agree with Pablo that as Hispanics we want to retain the central elements of our culture and that we resent systematic efforts to prevent us from doing so. But, we must equally realize that we ultimately must live and work within the framework of American society and culture. If our situation in this society is to ever improve, we must survive and succeed within this context. In seeking to do so, Hispanic persons must proceed within our own cultural model of what we stand for, and at some point mainstream America must come to recognize and accept the fundamental values we hold as Hispanic peoples. Somewhere there exists a healthy medium that meets both the needs and aspirations of Hispanics as well as those of the greater American society.

Grizel: The Aspira model for career education looks like this:



In our "clubs", youth learn:

- organizing skills (i.e., being President, etc.)
- fund raising skills,
- skills in performing community volunteer work,
- skills in recreational activities,
- The Puerto Rican culture, etc.

These "clubs", which we call our LEADERSHIP DEVELOPMENT PROGRAM, often include activities such as taking students on field trips to visit colleges. They meet typically after school or on weekends but in the school building. Some of these "clubs" are now turning into various varieties of "career clubs". In effect, these "clubs" serve as an alternative, for Hispanic youth, to such other community youth organizations as Boy Scouts, Girl Scouts, etc.

In the "counseling" portion of this model, counseling is done by Aspira employees. The Aspira counselors are typically housed in the school's guidance office and work with Hispanic youth during the school day on problems, including career problems.

There is much peer counseling and peer tutoring included in the Aspira model where older youth help younger children, but the lowest grade reached by the model itself is 7th grade. The model is not in the elementary school.

Lucy: The broad Aspira idea is considerably expanded beyond the model Grizel has just described. For example, it even includes day care centers and strong community linkages that involve very young children. The education system is just one of the many community elements with which the total Aspira effort seeks to link itself. One of the strong community linkages is the Puerto Rican Association of Community Affairs Inc., in New York City. This organization had the first bilingual and bicultural day care center in the Bronx. Another is the student involvement in the Aspira club system. Their organized activities are designed to reach out to the younger members of their community, (i.e., cultural and service activities).

Pablo: What the career ed movement needs to do is to plug into the Hispanic community - not ask the Hispanic community to plug into career education!

Bill: If career education is to be meaningful and appropriate for Hispanic youth, then paid work experience must be included.

Grizel: DISAGREE. Our kids do engage in community volunteer work. I agree that they don't call it a "job" and that, if they think of it as a "job", then pay would have to be involved.

Issue: How to use career ed to sensitize and humanize the education system in ways helpful to Hispanic youth

Bill: With operations of organizations such as Aspira, part of the school becomes sensitized through the Aspira clubs. In terms of how extensions are made, counseling programs in public schools are, today, being reduced to a minimum. Any career ed efforts in which the Hispanic community organizations help the counseling program will be appreciated NOW by the Education system more than ever in the past. School systems need all the help they can get now.

Henry: Over time, public schools have increasingly disassociated themselves from all other community elements. It is not a proper environment that is created when schools operate in isolation from the communities within which they are located. Schools need to be encouraged to accept and solicit support from the broader community in the best interests of their educational viability and success.

Bill: Career ed programs must be bilingual and bicultural if they are to succeed for Hispanic persons. This is essential in order to take the whole child into the process. It will help Anglos understand why more Mexican women aren't doctors, why more Puerto Ricans aren't architects, and why more Cuban men aren't bankers.

Pablo: AGREE. Bilingual ed is much more than simply learning the language. It is important to bring bilingual ed to our children in both oral and written form. When I'm in a meeting with Hispanic leaders, I purposely speak in Spanish.

Lucy: Not all Hispanic children are bilingual. Aspira had a forum where a prominent speaker commented that politicians will fight us if we appear to be anti-American. We understand that English is the dominant language in the United States. For this reason bilingual education is critical, it allows children to understand and learn in their native tongue. This speeds up the process of mainstreaming them into our Educational System. Therefore career education for minorities should be bilingual but if funds are limited to publish this monograph "Career Education for Minorities", we will accept it in English.

Adela: There's more to the concept of career ed being both bilingual and bicultural than simply the language implications - i.e., the design of the career ed program for Hispanic youth also needs to be bilingual and bicultural. Even if the kids speak English well, many of their parents and grandparents don't.

If we want collaboration, the 3 essential groups to consider are:

- the schools,
- the parents, and
- the community organizations.

All 3 have to get together and figure out ways to get career ed delivered to Hispanic persons. So much of career ed sounds only like "words". Career ed could - and should - play an important role in the Hispanic community. In addition, it is a concept acceptable to the Hispanic community, but the implementation model must be very different for the Hispanic community.

Rafael: To tailor career ed for Hispanic youth demands a tie in with bilingual ed. Bilingual ed is the best vehicle for use. At the very least, it's part of the answer. We need a very broad definition of both "bilingual ed" and of "career ed".

Pablo: The Boston conference on Bilingual Ed will be a good start, but it doesn't take the place of other independent efforts - collaborative in nature - with community organizations to sensitize and humanize the education system. We need career ed to plug into our Hispanic community organizations - not vice-versa. We have a career ed system in place in our Hispanic community organizations now, but we haven't called what we do by that name.

Adela: AGREE. LULAC would be a helpful example to consider.

Diana: Assisting youth in planning for their future is very much a part of the interchange between most Hispanic community-based agency workers and the Hispanic youth they serve. Within this category, one of the areas emphasized is career education. This may happen formally, informally, on a one-to-one, with parents, schools, etc., or when working with a group of Hispanic youth. I would venture to say that if approached, there would be a significant number of willing agencies eager to formalize and improve existing collaborative, partnership efforts around this issue, because they see the need for such a relationship.

Henry: Yesterday, I raised the question of how to define career ed in ways that will take Hispanic cultural dimensions into account. The best thing career ed could do is to help Hispanic communities and organizations deliver career ed as they foresee its relevance. We don't need a NEW model IMPOSED on us by the "career ed movement". We are - and can be - involved in career ed. Eventually, we need to get to the community level where people can be helped to control their own destinies. We know our needs. The Federal Government's role should be to assist people at the local level to determine and pursue the means of fulfilling their basic needs.

Rafael: We can use career ed as a vehicle for humanizing and sensitizing the educational system to Hispanic concerns. Many of us in the Hispanic community would like to see the education system change in the ways career ed is trying to change that system - especially if a bilingual/bicultural mode is adopted.

Lucy: What are OCE's plans to hire Hispanic staff members? It's important that one or more Hispanic persons be working with you in OCE.

Henry: Would OCE be amenable to developing a consultation group that would help formulate both models and policies for delivery of effective career ed to Hispanic persons? Our interest is in having input - not in making money!

Lucy: At many conferences, people want our "input", but they don't want to pay for our services. Why are Hispanics hired to work only on Hispanic issues - their capabilities are much broader than this!

Pablo: As Hispanic community organizations, we're making - if all 10 participants in this miniconference are considered - a \$6,000.00 donation of in-kind contributions to career ed through our participation in this conference.

Adela: To use career ed to sensitize the education system, we must first sensitize career ed "types" to the needs of the Hispanic community through getting them to consult with Hispanic groups. We need a model of career ed that works for the Hispanic community. Given that model, we could use it to sensitize the education system. We would use our model with our community organizations. After this, we could then go to the schools, show them what we're doing, and then see how we can work better with the school systems.

Pablo: I suggest that we identify Hispanics qualified in career ed and use them to establish a MOBILE TEAM FOR CAREER ED. We can divide the country into regions. The mobile team, composed of Hispanics, would know both the Hispanic community and career ed. Our audiences would be selected by us - and would-be policy makers who we need to convince. Each audience would be 25-30 persons. We could explain to them what we're talking about. We would then ask each of them to establish their own "mobile team" to work at the local school level. It will be a process, not a program, that will be modified in each community. We could then eventually develop a National sense of career ed for Hispanics that will make a real and significant difference.

I am saying that what you have done traditionally in "career ed" doesn't fit the Hispanic community. If we can get our OWN model in place, we can then integrate it with the Anglo community's model. There is no problem in:

- finding qualified Hispanic persons,
- getting consensus on a Hispanic career ed model, and
- getting interest.

We could - and should - establish a NATIONAL COMMITTEE - with the help of the U.S. Dept. of Ed. The Dept. of Ed should re-order its priorities so it can pay for this.

Henry: I would say that the U.S. Education Department could and should encourage - initially assist - in securing the financial resources needed, in large part perhaps through the private sector, to get this done.

Pablo: The most important thing would be a NATIONAL COORDINATING COMMITTEE with all elements of the Hispanic community involved.

Diana: Career Ed Office might begin working toward establishing such a committee, by requesting Hispanic organizations and agencies, beginning with the ones who participated in this miniconference, to nominate and submit a list of Hispanic individuals they believe are qualified to serve on such a committee.

Pablo: The private sector would like it if they could see the entire Hispanic community united on a common issue such as career ed.

Lucy: If you want to pull this off, there are plenty of competent bilingual Hispanic persons who could help make it go.

Diana: If there is no money to cover airfare at this time, then begin with local organizations as consultation groups. I want to agree with Lucy that consultation monies should be found. Not that the Hispanic organizations are necessarily interested in a profit but to pay for time and to lend recognition of the value of our input.

Henry: At the end of February, a number of us met with Secretary Bell. We found him generally amenable to the idea of creating a NATIONAL HISPANIC CONSULTING GROUP for the Department. Perhaps if such a mechanism is established, our career ed concerns could become a component of this broader national forum.

Pablo: AGREE. The big picture is EDUCATION for Hispanics. Career ed is only a small part of this big picture.

Henry: Somewhere there has to be a commitment from both business and Government. The Federal Government should actively seek to help us secure funding assistance from the private sector. We don't simply want to replace dependency on government with dependency on corporations. All we want is assistance to continue - and to improve - what we are already doing, with the ultimate aim in mind being achieving the level of independence required to permit us the liberty of successfully mirroring within our programs our true needs and aspirations as a community.

Pablo: Could volunteers from this miniconference help push this effort with others?

Lucy: Please send a complete career ed "care package" to:

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National Director of Programs
Aspira of America
205 Lexington Avenue
New York, New York

Miniconference #169

MINORITY ORGANIZATIONS AND CAREER EDUCATION

April 20-21, 1981

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Issues Raised by Participants:

1. How to find and use role models for career exploration.
2. How to find and use community resource persons for career ed.
3. How to get a meaningful definition of career ed.
4. Is career ed better done through infusion in the schools or as an alternative delivery system of community organizations?
5. How to make career ed a mandate of Boards of Ed in ways that assure it's really taught.
6. How to motivate youth in career development.
7. How to motivate teachers to want to do career ed.
8. How to involve parents more effectively in career development of their children.
9. How can we reach out to churches/libraries/multipurpose centers involved in career ed?
10. How to encourage Iota Phi Lambda chapters nationwide to become involved in career ed.
11. How to combine career ed with basic skill improvement.
12. How to find the time and materials for a multi-sensory career ed effort for black youth - including use of videotapes.
13. How to help youth begin earlier in the career development effort.
14. How to combine career development with the natural desire of youth to find jobs.
15. How to overcome racism as a deterrant to freedom of career choice for black youth.
16. How to make classwork more relevant to career/life skills.
17. How to get both paid and unpaid work experiences in the private sector for minority youth.
18. How to increase advocacy for career ed when the "block grants" come.
19. How to increase community collaborative efforts in career ed.

20. How to increase student career awareness in various industries - e.g., health careers.
21. How to develop work values/work ethics that extend beyond economic need.
22. How to help youth develop job seeking/finding/getting/holding skills.

Discussion of Issues

Issue: How to make career ed a mandate of the Board of Education in ways that assure it's REALLY taught

Martha: As a school counselor, I tried to set up a career ed program and get teachers involved. Teachers regarded my efforts as asking them to take on an "overload". As a result, I set up a career resource library and a process of bringing in community resource persons. Still, teachers didn't participate. How can we get the Board of Education to mandate career ed? One of the problems is that teachers don't understand what we're asking them to do - and there's no money for the kind of inservice ed that would let teachers know how to do career ed in classrooms.

Fannie: In Baltimore, the State Dept. of Ed mandated that educators should become involved, through Summer workshops, in developing units to be used in their classrooms. We involved the supervisors, curriculum development specialists, and our Regional Superintendents in these workshops. That's how we got it mandated in Baltimore City. Career ed is not city-wide in Baltimore. Granted, it looks better on paper than it does in actual practice - i.e., it's not fully implemented yet.

Martha: In New York, even though some principals were interested and suggested teachers engage in career ed, the teachers wouldn't do it. They felt they were too busy to take on career ed - in addition to everything else they're asked to do.

Fannie: In Maryland, the incentive used was to pay teachers for the 3 week Summer workshop used to develop their career ed units. Teachers are now asking to attend these workshops, in part, of course, so they can get 3 more weeks pay.

Doris: Some of our teachers get a 6-week workshop - even better.

Yosette: OPEN DOORS in New York City has a kind of Summer inservice program for teachers BUT I don't know what kinds of followup exist to make sure that Summer plans made by teachers are actually implemented in the schools in the Fall.

Fannie: Not so in Maryland. Our State Dept. of Ed does followup their Summer workshop with school year visitations to see that plans are implemented.

Doris: Sometimes, in some schools, career ed is a "1 person effort". For five years, I had a "I want THAT Job" program that I ran all by myself. No one else helped.

Sharon: So far, we've been hearing about dedicated people - teachers and counselors in the "trenches". How do we get the Regional Superintendents, the Deputy Superintendents, and the Chancellor of Ed involved? The whole thing is political. The truth is, the decisionmakers don't see career ed as politically important to them. More important, they don't see it as a source of large funds.

Annette: AGREE. Educational decisionmakers still tend to think of career ed as a "separate curriculum". Career ed is mandated now in California with 1-5 credits in career ed required for high school graduation.

Martha: Where career ed isn't mandated - as in New York City - what could I do as one lonely counselor all by myself?

Fannie: You could continue to seek out and find some teachers to participate.

Martha: Had I asked the local Iota or NCNW units to come to the school to help me implement career ed, I would have been in trouble.

Annette: DISAGREE. In New Jersey, outside community groups brought pressure on the schools to eliminate sex stereotyping, for example - and it worked. Pressure groups in the community can work!

Geraldine: In Baltimore, we have a coordinator of the Career Education Office, who is a former principal. He comes out to schools and engages in staff development for career ed. This is a paid position by the Board of Education. In addition, we have a new pilot program called the Individualized Counseling Model for Student Decision-Making and Educational Development. The pilot is in 5 schools. The plans call for a cumulative career record for each child, K-12.

Martha: Baltimore obviously has support from top decision-makers in Education. To get this in New York is going to require some political power.

Annette: In Somerset County, the counselors are the ones putting on pressure to get career ed going throughout the entire school system.

Martha: How does Baltimore know that career ed is really working?

Fannie: Baltimore isn't into big statistical studies yet. Instead, since we operate on an MBO plan, we simply include some career ed objectives in our MBOs and then demonstrate, at the end of each year, that such objectives have, in fact, been met.

Yosette: If the local NCNW went to the NYC Board of Ed and asked for a career ed mandate, the first response they would get is "IT COSTS MONEY - AND WE DON'T HAVE IT."

Annette: The only way we would get anything from the Board of Ed would be if we had lots of hard data to back up our request for a career ed mandate.

Betty: Why is career ed mandated in Scarsdale (where rich kids live) but not in the South Bronx (where poor kids live)? Why don't we get more information about career ed to parents and ask them to help get support for it? The School Volunteers in New York City haven't endorsed career ed yet. (NOTE: Mildred Jones is NSVP in NYC.)

Sharon: The NCNW - especially in the South Bronx - could invite the Deputy Superintendent to a community meeting, ask him to respond to questions about why he hasn't mandated career ed, and then state our NCNW position supporting career ed. We could, and should, also publicize career ed in our local newspapers.

Eddie: Career ed has been pushed for economically disadvantaged youth where DOL funds have been available BUT not where no money is available. It goes on a "no money - no effort" kind of philosophy.

Martha: NCNW could mount an advocacy campaign for career ed, but they really haven't started thinking about that idea yet.

Yosette: Y.C.D.P. in the Bronx has not begun to advocate for career ed specifically for Black youth yet because we have been busy working on the survival issues presented by our youth when they come. These amount to jobs, transportation money for our field trips, and testing - be it national or local. Perhaps if NCNW joins forces with some other community organizations interested in career ed for Black youth, e.g., Urban League, we could generate some positive action. Any approach should involve advocacy on the local and state level.

Sharon: AGREE. Career ed isn't a "small issue" BUT we've got a lot more basic survival issues, at the present time, that must take priority for us.

Betty: Perhaps no black child can survive successfully today without career ed. Black families are waiting for issues like career ed to be identified; if they see what it can do and that it needs their support, these families will support it.

Annette: DISAGREE. So long as career ed is viewed as a K-12 effort, it can get only limited support. It would have to be viewed as a lifelong concern in order to get very wide support.

Fannie: A major needed thrust must be to integrate the career ed concept into all existing academic disciplines. It's counterproductive to try to make it a separate entity to be supported all by itself. Why support career ed? It's the total education program that needs improving - and career ed is one way of improving that system. IF our advocacy efforts are aimed at improving the quality of the entire education system, we wouldn't have to worry about a separate advocacy effort for career ed - career ed would be there O.K..

Annette: AGREE. Career ed is "good Education". If we can show teachers that they're already doing a lot of career ed, they will support it.

Bessie: Is anything being done in teacher education institutions to prepare our new teachers to engage in career ed?

Fannie: Black children need to experience SUCCESS. In this sense, it may be that they really need career ed even more than many other children.

Issue: How to involve parents more effectively in the career development of their children

Geraldine: One of the best ways to get students involved in something is to have their home/family structure support it. Still, we must recognize it's very hard to get parents to come to the school to hear about something we want them to support. If we had more flex-time so more parents could come to the school during the school day, it might help some - but still not enough. What we must do is move out to the neighborhoods where the parents and children live. That's the only way to reach parents. If our club members went to child study clubs - or church meetings - or social service agency meetings - i.e., places where parents gather - we would have parents talking to kids more about career choices. Two other things that would help are:

- career consciousness-raising sessions run by companies where parents are employed; and
- TV programs with a "careers" emphasis that parents and their children could watch together.

At present, parents of black children are so worried about whether or not their children can get jobs when they leave school they can't make long term career planning a high family priority.

Eddie: We can't expect parents to come to us. We must go to them.

Geraldine: Many of our black children are foster children. That's why parental contacts through social service agencies are so important and useful.

Yosette: In attempting to reach parents, we've tried coffee klatches, game nights, and other times selected by the parents. We were most successful when we had the students help in getting their parents involved. Our students explained difficulties they were having with parents on trust, free time and communications. When we promised to try to help examine the issues in an open and non-threatening way they saw that their parents got there for Saturday workshops. The format was small, cross cultural groups with no parent in the same group with his/her child.

A second thing that works is if parents think they will get helpful factual information if they attend a meeting we call - e.g., facts about such things as graduation requirements, expulsion rules, etc. This is, admittedly, a back door way of getting parents to hear other "messages" we want to give them, but it certainly can be - and is being - done.

A third approach is to get parents involved in our efforts to take kids on field trips. Many will volunteer here and it's a good way for educators to make helpful parental contacts.

Betty: One of our weaknesses in the ED Dept. is that we've failed to tie into ongoing science/technology special events such as THE SPACE SHUTTLE LAUNCHING. Some of us in black organizations get so concerned about black kids that we forget there are many other kids with similar kinds of problems - e.g., its not just black kids who are poor! Part of the task we face is that of getting much greater involvement from the adult education movement which serves to prepare parents for more effective educational participation with their children.

Geraldine: AGREE. Much of South Baltimore is made up of white people whose children have few career aspirations.

Fannie: There is a "ceiling on the head" of kids that is related to their family occupation and social status. One of the needs of poor kids is for immediate jobs. These kids need much more than simply a menial job - i.e., they need some help in raising their career aspirations.

Eddie: Our YETP career exploration program is TRUE career exploration. We are not as concerned about productivity for the employer as we are with expanding the career exploration opportunities for the youth.

Yosette: AGREE. The exact same thing can be said about our YEDPA program in the South Bronx. While DOL likes to talk about "school to work", we think about "school to careers". There's a BIG difference here.

Fannie: The Dunbar High School in Baltimore is associated with the health careers program at John Hopkins University. Students in this program really get the "career ladder" concept - i.e., far greater career exploration than could be obtained only through one menial job.

Fannie: It's precisely because we don't typically get enough parental involvement for black children that we have to supplement, with our own program efforts, much of what we would otherwise be expecting parents to do for their children in career development. The job thus gets bigger and more complicated if effective career ed is to be made available to black children.

Eddie: We're talking about economically disadvantaged persons, not just black children. Such persons need us to go the home - the home won't come to us because, in most cases, they can't afford to do so.

Betty: How can black organizations team up with other community organizations? Right now, many black families don't trust educators very much. On the other hand, such parents will trust some other community elements. If our concern is for how much help can come to the black child, this must be taken into account.

Doris: I've often asked parents of children in my classes to come to school to visit with the class about their careers. Those parents in high level occupations typically come BUT those from low level occupations don't. Peer pressure keeps some kids whose parents are in low level occupations from bringing their parents in.

Sharon: In San Bernardino, a group of youth are now organized into a business to do housecleaning work. By so doing, they not only acquired housecleaning skills, but in addition, some entrepreneurial skills that will be very useful.

Eddie: AGREE that entrepreneurial skills are important. In our Charleston program, we require ALL of our kids to join Junior Achievement. We have many minority business persons participating in our JA effort. Parental involvement, however, has been largely limited to buying the products their children produce in their JA "businesses".

Sharon: I know many welfare parents that would be ashamed to come to their childrens' classes and say that they're on welfare.

Issue: How to make classwork more relevant to career/life skills

Yosette: In our project in the South Bronx, we're located in a non-school building where lots of in-school and out-of-school kids come in looking for jobs and for career help of various kinds. It's obvious that many of these youth have never seriously thought about their career interests and aptitudes. They are currently leaving school in large numbers because they can see no relationships between "school" and their futures. Our task is how we can help schools teach subjects such as reading, math, etc. in ways that let kids see some REAL relevance to work and careers. Teachers seem not to see the need to make their subject relevant for students. They won't do so unless we can, in some way, show it's worth it for the teacher as well as for the child.

Geraldine: I work with a math teacher who has a 9 week unit in careers related to math. Each student chooses 3 possible careers, does research on them, and then learns from the teacher how math fits in with each chosen career. That teacher feels that she's making a real contribution to her students - and she is. No one is making her do this - and no one could keep her from doing so. She gets her rewards from the help she sees students getting.

Eddie: In our program, we can pick teachers who will try to relate subject matter to careers. It takes an unusually creative, innovative person to do this and they're hard to find - but it can be done.

Sharon: If you want teachers to put a "careers" emphasis into their teaching, it will be necessary that someone monitor them to make sure this is done.

Doris: I've used mock interviews in classes involving:

- a receptionist,
- an applicant, and
- an interviewer.

The exercise is one of how to apply for and land a job. The interviewer sets up his/her own questions. One thing we COULD do would be to encourage the interviewer to ask the applicant what he/she has learned in school that could possibly help on the job.

Eddie: One of the major components of our program is JOB OBSERVATION, including mock interviews. Each kid is allowed to observe a job for 3 days. Even though these are in-school kids, the schools let us do this with no objections - i.e., the school people see our program as theirs - it's very helpful to us. The regular teachers are very supportive of OUR efforts but THEY are still doing NOTHING on their own in their regular classrooms.

Yosette: There IS a need for a mandate that carries some kind of incentive for meeting that mandate - e.g., salary raises for teachers who meet it OR a requirement for high school graduation - or something. In the absence of some kind of recognized INCENTIVE, most teachers won't follow a "mandate" to engage in career ed.

Annette: Under P.L. 94-142, each handicapped youth must have an Individual Educational Plan (IEP). If we could make IEPs mandatory for ALL kids, career ed could be written into each. Community organizations such as ours could support and encourage small school districts and large ones like New York, to encompass career education.

Yosette: Its hard.....We could, of course, encourage our volunteers to contribute to the career education effort. It's hard to do because each local section has its own set of local priorities.

Sharon: AGREE. We, in NCNW, are now in a position when our resources are being threatened. NCNW doesn't have as many resources as many community persons seem to think we do.

Yosette: We do, as NCNW, meet with many other community organizations. We could, if we elected to do so, take the career ed "message" back to them.

Martha: I recently went to a meeting where the notion was raised that, if the Feds cease their support of us, the private sector would take up the slack with their funds. A corporate rep at that meeting said that simply isn't true.

Betty: There are lots of secondary industries associated with the largest industries who will help support a career ed emphasis on the part of community organizations.

Issue: How to find and use role models for career education

Doris: I am thinking of parents as role models. In addition to their parents, students can help us find other role models as well. Use of role models works better in senior high schools than in junior highs. Using role models depends on teacher ingenuity, and teacher security. I've used role models extensively in my classes. School principals won't object if teachers bring role models into their classrooms. The main problem is one of interesting teachers in doing so.

Yosette: Provision of role models is another service that we provide upon request of local organizations. We have a program that can take portions of what we do with our YCDP youth into classrooms or community centers if we get such a request. When others come in to present to our students, we try to make sure that we prepare them before hand; and follow up afterwards, hopefully with a field trip to the location where the individual performs his/her job.

Betty: One of the problems with ghetto life is that we can't give exclusive attention to race in picking role models. Instead, we need to pay relatively more attention to the neighborhoods from which the role models come. That is an excellent source of appropriate role models. Use role models from several neighborhoods.

Doris: DISAGREE. We find kids saying "that guy made it because he's white". They feel that just because he/she came from their neighborhood isn't very important.

Fannie: Just because we can't find "live" persons at any given time to bring into our classrooms doesn't mean we couldn't have them there via videotapes.

Annette: AGREE. We have a proposal in now to some banks in NYC who will hopefully finance our videotaping of some appropriate career role models, so that this media piece can be used in the schools.

Sharon: We use role models all the time. We have had no problem finding black and Hispanic role models for our kids.

Geraldine: One phase of "Project GO" in Baltimore is our "LIVING WITNESS" phase. In this phase, we try to get as many graduates from the school as we can to be role models. It works.

Issue: Is career ed better done through infusion in the schools or as an alternative delivery system of community organizations?

Eddie: In my opinion, an alternative delivery system is to be preferred. To do it through "infusion" in the schools would take too long. An alternative delivery system would give us more control over the situation. In addition, we could pull from ALL community elements, including the educational system, in a common effort. Kids and teachers today have lost faith in the school system. EXAMPLE: In Charleston, there is a beautiful infusion plan written up. One person has this plan and tries to go around visiting schools to implement it BUT it's not really working. The school system is not ready to move on infusing career ed into the total curriculum.

Annette: AGREE. He said it very well.

Fannie: Don't you think that society expects the public schools to take the lead in teaching kids whatever it is they need to learn - including career ed?

Yosette: The public expects schools to teach kids basic skills - but not necessarily career preparation. I think people assume the schools are doing it.

Martha: DISAGREE. The schools are the logical place to center the career ed effort. The real impetus to make career ed go is in the school system. It's too big a fight for any outside group to take on - and expect to reach all of the children of all of the people.

Annette: DISAGREE. We're losing ground waiting for the schools to change so that they can do career ed effectively. Schools need community organizations involved with them if career ed is to succeed.

Sharon: AGREE. That's why I think schools should have career ed as a mandate that involves working with CBOs. The school system should take the lead BUT it doesn't always do so. School systems need the help of CBOs and, when that help is offered, are often receptive to it.

Annette: Most black children are in public schools. Many black parents are still afraid of the schools. CBOs can help bridge this gap.

Fannie: INFUSION of career ed is the role of the schools BUT outside community agencies do need to become involved in the total effort as well.

Yosette: INFUSION is theoretically desirable but, to work in a school system, there must be some kind of monetary/reward system for teachers. They won't do it automatically or just out of professional concern - at least most won't.

Eddie: The key is that many, many of today's teachers simply won't change.

Martha: This could be turned around if there were sufficient motivation for teachers to change. The problem is "motivation", not "teachers".

Betty: Why don't the CBOs give awards to teachers who are doing a good job of infusing career ed? This would be one kind of effective motivator.

Garaldine: AGREE WITH BETTY. If Iota Phi Lambda, in Baltimore, were to give the math teacher I described yesterday an award, it would help her greatly, AND, in addition, motivate other teachers to also become active in career ed.

Fannie: One of our problems is getting favorable publicity for teachers who are doing good, positive developmental things. I have a lot of faith in the power of the media. I've asked Baltimore TV stations to give us 5-minute slots for career ed, but they have, to date, refused such requests.

Eddie: The point of this issue is - CAN WE AFFORD TO WAIT ANY LONGER? The answer is there has to be a short term solution in addition to any long range developmental plans we develop. I'm not saying that school system can't be a "partner". Rather, I'm trying to say I don't see the school system taking the lead in this total community effort.

Issue: How to combine career ed with basic skill improvement

Fannie: A lot of what we've said points to the fact that we believe education is preparation for life. We all agree that we can't prepare kids for life without including career ed as a component. If we're going to improve basic ed, we must improve the quality of career ed. The "career ed" approach must be built into all disciplines.

Betty: In education, we often talk about teaching kids maturational tasks at different age levels. We black professionals don't buy the notion that black youth are different in their learning ability. There is no necessary reason why a career ed approach to improving basic skills won't work as well for black youth as for any other youth. We should proceed from that assumption.

Issue: How to overcome racism as a deterrant to full freedom of career choice for black youth

Yosette: The reason I raised this issue is that recognition is a prerequisite to overcoming. When we go to meetings with others, it's essential that we recognize that racism does exist. There are increasing numbers of people today who are tending to deny that racism exists - and that's wrong.

Martha: AGREE. I've heard even some black people recently say "ITS A MATTER OF CLASS - NOT COLOR". That's wrong too.

Annette: Because poor and middle class whites are being affected by current budget cut proposals, people today are tending to emphasize "class" at the expense of "race". The popular thing to say is "IT TRANSCENDS RACE". That's wrong too.

Sharon: Economic factors are a PART of the problem. So far as blacks are concerned, however, racism - not class - is the "bottom line".

Annette: Just the fact that more whites are on public assistance than are blacks doesn't keep blacks from taking the blame for abuses in such things as food stamps, public service jobs, etc.

Fannie: Racism is simply a human weakness - and should be recognized as such.

Martha: One of the reasons why I'm for integration is that it's good for black kids to discover that white kids, too, have human weaknesses just like everyone else.

Fannie: I can remember, after 1954, when black children made an exodus to former all white schools in Baltimore. For some children, that was a good thing to do - and, for others, it was not. There were some black children who I advised to remain in their black schools - i.e., they needed the reinforcement they got from their black teachers. I would challenge ANY white teacher to say she can teach a black child better than I can.

Annette: AGREE. Its hard to put your finger on it, but it's there!

Geraldine: If a black child would look his parents directly in the eye, he would be in trouble - BUT, with white kids, its EXPECTED they will look their parents directly in the eye. In our school, many whites and blacks are enrolled together. We're training our students in race relations. When our new students - black and white - come in next Fall, they will find both white and black students there to help them.

Sharon: One way to work on racism is to help our youth develop a positive self concept. Everything we've been talking about here in the name of career ed will lead to this.

Sharon: When I raised the issue of "work values", I was emphasizing that we need to talk about work values with children beginning at a very early age.

Martha: It's much easier to talk about "work values" when kids come from homes where one or both parents are working in paid employment.

Annette: The "idle rich" are considered honorable even if they don't work BUT the poor person who doesn't work is criticized.

Yosette: We go into companies and organizations, and industries where minorities are underrepresented and try to develop contacts. We talk with white professionals and tell them what we are doing and that our kids want to learn about that industry and how they can get on career tracks within it. We try to get them involved by asking for guest speakers, literature, field trips and information on entry level jobs. We get them interested by telling them:

- what our program is trying to do,
- how kids get involved in our program,
- that kids travel to our site after school with no stipend and for no academic cases except in the case of a few students.

Contact sometimes de-myths stereotypes and racists' perceptions.

Geraldine: Part of Project GO is a job clinic. Part of this is interviews of employers (white and black) with our children. The children have practiced job interviewing before. When the white reps talk with these kids, its a learning experience for BOTH. We have an in-plant program, as well, for senior high youth where they can shadow workers once a week.

Doris: Racism is an attitude. We need to change attitudes - including some of the negative attitudes many persons have toward today's teachers. Many of them aren't nearly so bad as some of the comments in this miniconference have made them out to be.

Basic Facts About Iota Phi Lambda

1. It's a business sorority of business/professional women.
2. Has more than 75 graduate chapters and 7 undergraduate chapters with a total membership of 2,000+.
3. Chief Aim: To motivate women to pursue business/professional careers.
4. There are now 5 Regions - National, Regional, and Local scholarships are awarded on an annual basis. There is only one National scholarship awarded each year.
5. Cooperates with NEA on American Education week. Also participates in National Business Week and in Black History Week.
6. Youth programs include:
 - GEMS program - for girls 10-14 - a career motivational program primarily for economically disadvantaged black girls.
 - Future IOTA GIRLS - These are high school girls. This program is more career oriented than is the GEMS program which approaches motivation in general.
7. Is currently working actively to expand the number of undergraduate chapters.
8. Was started in 1929 in Chicago by a person from business named Lola Parker.
9. In most chapters, there are members who are school employees. Thus, there is a possibility of both formal and informal working relationships with the schools.

Basic Facts About The National Council of Negro Women

1. NCNW can be thought of in two basic parts:
 - a coalition of 29 affiliated organizations made up of black sororities, national church organizations, and social organizations; plus
 - a membership organization with 200+ local sections.

2. Its founder was MARY MC LEOD BETHUNE. There are no special membership requirements, just a strong commitment to serve one's community.
3. NCNW has an outreach to approximately 4 million black women.
4. Mission: To serve black women and their families in areas of:
 - Health care/health services
 - Youth programs
 - Womens' programs
 - Housing
 - Education
 - Employment and Training
 - Day Care and Immunization
 - Food Nutrition

Each of these components has a National Leader who makes contacts with the 200+ local sections and affiliated groups.

5. NCNW has a historical museum in Washington, D.C. at a former home of MARY MC LEOD BETHUNE - at 318 Vermont Ave., N.W.
6. In a social effort such as career ed, it would be expected that several of the National Divisions would collaborate in making it work.
7. SISTERS UNITED PROGRAM - A juvenile justice program for girls. It's basically a career development effort. It exists in 11 communities at the present time for girls 14-17 years old who are assigned to it by the courts.
8. UNWED TEEN PREGNANCY PROGRAM - currently one is located in New Orleans and a second in Charleston, S.C.. The former is funded by the Women's Bureau and the latter by CETA, State of So. Carolina.
9. COLLABORATION FOR CHILDREN AND YOUTH - This is a NCNW project involving its affiliated organizations who, in particular cities, come together to work on a single program - such as teenage pregnancy. COULD BE DONE FOR CAREER ED.

10. NCNW has a National quarterly publication along with newsletters from most of its National Projects.
11. THE MARY MC LEOD BETHUNE RECOGNITION PROGRAM - Aims to recognize achievements of NCNW members. This effort raises money for support of NCNW from the general community.

Miniconference #170

MINORITY ORGANIZATIONS AND CAREER EDUCATION

May 4-5, 1981

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Issues Raised by Participants

1. Should the career ed movement ideally be supported by the private sector rather than the Federal Government?
2. What differences exist between activities of affluent vs non-affluent families that have implications for career ed needs of minority youth?
3. What special opportunities exist for delivering career ed to minority youth in an organized way in the normal settings of minority youth?
4. How to help adults in the minority community better understand career ed in ways that will help make them productive participants.
5. How to reach the educationally disinclined youth with career ed - including the out-of-school youth.
6. How to reach parents of minority youth with career ed.
7. How to find and use community role models for career ed with minority youth.
8. How can the "swinging door" position of the Urban League be used to build community partnerships in career ed?
9. How to get effective career ed for minority youth at the early elementary level - or even earlier.
10. How to use school alumni as role models.
11. How to adapt the "BLACK EXECUTIVES PROGRAM" now in colleges to the K-12 levels.
12. How to listen to and learn from minority youth themselves regarding their career ed needs, and their talents.
13. How to increase community collaborative efforts among minority organizations.
14. How to change the education system in ways that will help youth see and learn about the total society.
15. How to promote a climate conducive to learning in the classroom.
16. How to use natural opportunities to teach minority youth about occupations.
17. How to create residential settings for minority youth that will maximize positive reinforcement experiences.
18. How can Blacks be recognized as independent when they have been so dependent on the Federal Government for prior interventions?

19. How to disseminate supplemental information about career ed to members of the minority community.
20. How to make special career ed programs geared specifically to needs of minority youth - including community collaboration.
21. How can career ed help remove the stereotypic perceptions of minority youth held by the majority society?
22. How can local communities get career ed money allocated to the State Ed. Dept.?
23. How to get career ed accepted as an effective system for educating minority youth.
24. How to get money to CBOs with proven track records of success in career ed.
25. How to get the Reagan Administration to understand the dimensions of the problem in the minority community.
26. How do you get money and commitment to solve the problem in the minority community?
27. How to get organization interaction and support from organizations dedicated to serving the minority community.
28. How to use alumni associations from both traditional and non-traditional Black colleges.

Discussion of Issues

Issue: How to increase community collaborative efforts among minority organizations

Millicent: In unity and in mass, we will accomplish more than if we continue to work separately. Youth is a major concern of ALL community organizations at present. All organizations here are in the same communities and talk with the same people. If I were an employer, I'd like one rep from ALL of these community organizations talking to me rather than holding separate meetings with each. TOGETHER, we can best approach both employers and school systems. First, community organizations such as here in this miniconference need to sit and talk with persons who are really running Youth programs - i.e., NOT just the Executive Directors of the associations.

Dan: This issue is the most important one we could bring to attention of the Federal Government. There are cities such Atlanta, Chicago, and New York who have employed an NAACP Director responsible for the local Branch. NAACP Branches have an autonomous status within the general charter of NAACP - i.e., the National NAACP recommends, but doesn't dictate. The priorities for National, as opposed to local, NAACP efforts may vary considerably.

Alice: I think you're talking here about the issue of volunteers versus paid staff persons.

Ambrose: We're not limiting discussion of this question OF WORKING TOGETHER to the Urban League and NAACP, are we?

Millicent: The Executive Director cannot be aware of ALL of the problems of every Department. We who are concerned with youth and education need to generate position papers on crucial issues such as career ed and present them to Executive Directors.

Dan: My concern is with the organizational structure at the local level - that's where the ACTION really is! NAACP has paid staff in several cities. We need to see the Urban League organizational structure in those cities. Then we will know whether we need to get the Executive Directors - or the Executive Committees - or some other parts of the two organizations together.

Gail: There are 116 Urban League Affiliates, each of which has a paid executive and a paid professional staff. All of them get their general funds from United Way. Each has a volunteer Board of Directors. Each affiliate is autonomous.

Dan: Then the Board of Directors of Urban League is analogous and also, the local Executive Committee of an NAACP Chapter. NAACP is in 1,700 communities whereas Urban League is in 116. Should the Board of Directors of the Urban League and the Executive Committee of NAACP meet in these 116 communities? Should only the paid professionals in a given area meet? That's my question.

Millicent: My point is that, while the 2 Executive Directors could agree to work together, the professional staff persons will have to really DO the working together if it's going to be done at all.

Gail: Are we going to move and act collectively? This is a PHILOSOPHICAL question that has to be solved first. If we say "yes", then we can talk about how to actually do it.

Dan: I'm assuming we already have a "yes" to that philosophical question from a historical perspective of both organizations.

Mary: We're still hung up on these 2 organizations. I'm not talking about NAACP and Urban League specifically. Rather, I'm interested in seeing us talk about this issue in terms of community organizations in general.

Alice: If we, as Urban League and NAACP, work out our own strategies for collaboration, we will have some common generalities that will apply to others.

Sam: I read into this issue that we're beginning to recognize a need for better coordination among community organizations that have COMMON GOALS. We already have the BLACK LEADERSHIP FORUM which has reps from all the minority organizations. Our problem is how to do locally what the BLACK LEADERSHIP FORUM has done Nationally. The United Way was formed because of the many diverse kinds of individual fund raising activities carried out by various community organizations. An analogous kind of problem will be created if a variety of community organizations each approaches the same merchant in the community and ask for help in

implementing career education. This is a problem that must be solved.

Millicent: In every one of the Black community organizations represented in this series of miniconferences, there is an "Education Department". These are the people who need to sit down and talk. I've done this before and know it works.

Dan: Our problem, I feel, is how to establish a model that illustrates how various community organizations can get together to talk about and participate in career education.

Mary: AGREE but we don't want to let specific logistical questions get in the way. Let's talk generally about some concrete ideas - such as, for example, convening a forum/town hall/seminar to talk about career education. That's the kind of strategy we should be talking about here.

Gail: Dan is simply asking what's the procedure for agreeing to do things like Mary is suggesting.

Millicent: However we meet, we will have to get consensus that we DO have a common concern. For example, our common concern could be a need to explain to the general public what career ed is - and how it differs from voc ed.

Gail: AGREE. We need to find out who wants to join us in this effort.

Sam: Right now, there is a group of National organizations who have banded together to fight the proposed budget cuts. It includes such diverse organizations as the AFL/CIO, the Urban League, the Food Stamp persons, etc. Using this National network, they have set up a structure to keep in touch with each other. Our effort, at the local level with respect to career ed, would be analogous except that what we seek is a continuing effort - not just something that is an "emergency of the moment". The ideal structure we're looking for is one that would have a life of its own.

Alice: We're here to talk about career ed specifically. We must do so.

Sam: But the format we make for career ed could easily be applied to many other kinds of community problems.

Gail: We could form a COMMUNITY COALITION FOR CAREER EDUCATION. In New Orleans, our Youth Development Program (funded by the National Urban League) actually formed a Community Steering Committee to plan for and conduct a "Career Ed Conference" which held a 1/2 day seminar at the Chamber of Commerce. Out of this came a commitment on the part of various community organizations to hold a State Career Ed Conference. Out of that effort grew a YOUTH ADVOCACY COALITION which has now put together a package for the State legislature to use in pushing for State career ed legislation.

Dan: I would suggest we form a YOUTH COALITION that includes:

- Presidents of high school student councils; and
- College youth reps.

That would allow career ed to be presented from a youth, as well as from an adult, perspective to a local community.

Second, I would recommend a newsletter on career education be published and distributed throughout the community. Such a newsletter could include a National - as well as local - sharing of community organization involvement in career ed.

Third, we need some way to get recognition to those youth who are most actively involved in career education. This could even include local, State, regional, and National contests.

Ambrose: In a given community, it will be essential for planners from community organizations to make the best possible use of career ed persons from local school districts. Such persons can help us sell career ed to various community groups.

Issue: Should the career ed movement ideally be supported by the private sector rather than by the Federal Government?

Ambrose: One might easily take either side of this issue and defend it. To MORE EFFECTIVELY promote career ed in the minority community, we must come to closure on this question. For the next 4 years at least, it appears that money will be in short supply. It behooves us to look at prospects for GETTING funds from areas other than the Federal Government. In the long run, business/industry will be employing the youth we prepare so this is a logical place to turn. We could look at the revenues that would return to local communities AS RESULT OF an increased emphasis on career ed and see that it is worthwhile. Business/industry can readily understand how they benefit from investing in career ed today - and tomorrow. It is feasible to consider a package of funding for career ed at both the National and local levels TO be initiated by the private sector.

Alice: It won't work if the private sector is expected to supplant the Federal Government as career ed's prime funding source. It must, instead, be a partnership funding effort. If the private sector is involved, they could be the prime lobbying group to get better career ed to minority persons. The corporate sector already pays taxes to support schools. Why should they give more to support schools that have failed minority youth?

Mary: What would the private sector buy into here that would be advantageous for them? If they want to mold youth so that youth will "fit" better into their company, I'd have trouble supporting that.

Ambrose: It may be that industry already recognizes the advantage of promoting the best development of young minds. Private industry is not tending to purchase property near universities. There may be a trend away from industry doing its own research and toward counting more on universities

doing this research for them. If this is true, then industry has some stake in improving the quality of the public schools - from which universities get their students. If so, minority organizations could take advantage of this as an argument in seeking more private sector support for career education.

Millicent: When we talk about private sector support, are we talking about financial support primarily? Are we talking about in-school youth or about out-of-school youth as well? How is private industry to be motivated to do this?

Sam: Industry will support career ed in schools from which their new entry workers come, e.g., the auto industry in Detroit will support career ed in the Detroit schools.

Gail: Many private sector companies are now packaging and distributing various kinds of career ed materials to schools. What about enlisting their support?

Millicent: It will be easier if we can show private companies what they get in return for supporting career ed efforts for minority youth.

Mary: AGREE. One advantage we could point out is that the private industry wouldn't have to be worried about meeting their affirmative action requirements. Instead of fighting affirmative action, they could support it.

Dan: Is this question concerned about incremental increases in support on the part of the private sector over and beyond what they now support, or are you really asking "will private industry take on full support of career ed?"

Ambrose: I'm talking about considering the question of FULL support for career ed from private industry.

Other "hot buttons" to get private sector support of career ed for minority youth.

Mary: We could appeal to corporate social responsibility. This is an available issue now because, in some communities, fights are being waged against the industrial park complexes which are taking away some homes of minority persons as they are being built.

Millicent: Industry is saying they aren't getting the kinds of "products" they want from schools today. IF they support career ed, they could wind up with all the scientists and engineers they need in the future.

Ambrose: A career ed program in the school system would surely increase applicant pools for employers.

Gail: Our Urban League has been listening to our local Chamber of Commerce talk about how they plan to attract new industry to New Orleans. We've said to our Chamber of Commerce - "Let us work on building proper career attitudes and work values in youth. Then you (the private sector) agree to take some of these youth, provide them with the specific vocational skills they need to become successful in your industry, and hire them." Private employers know that kids in our Street Academy are high school dropouts. We're able to get some of them eventually back on school rolls, which pleases the schools as well as the employers. We know we can produce the kinds of

workers private industry wants IF private industry would pay the cost of doing so.

Dan: If corporations are expressing negative concerns about current work attitudes of minority youth, are these the same employers who are now also supporting career ed? There's nothing new about selling industry on things such as "affirmative action" or "social responsibility". What new ways could be used to sell them on the importance of their support of career ed for minorities?

Ambrose: The long range objective must be development of those young minds who will be the chemists/engineers/etc. - the professionals - of tomorrow. The private sector will pay more attention to career ed efforts for gifted and talented minority youth than if we try to sell them the concept of career ed for ALL minority youth.

Mary: AGREE. Statements have been made by private industry that there is now a shortage of scientists and engineers. In some high schools, there's an annual Science exhibit for ghetto students. Private industry reps come, identify these students who have exhibits, interview them, take them to their plants for career awareness/exploration purposes, and sometimes even pay for their college education and then employ them in their companies.

Dan: DISAGREE. I don't like the term "gifted and talented". Society doesn't think of minority persons as "gifted and talented". It would be a mistake for the Education Department to adopt a policy that would encourage career especially for gifted and talented minority youth. How would "gifted and talented" be defined?

Ambrose: I wouldn't limit career ed for minority youth to the "gifted and talented" but it would be a good selling point to private industry. In addition, such an effort would eventually greatly expand the pool of gifted and talented minority youth.

Gail: We will have to help define the term "gifted and talented" if that term is to be used with minority youth. If it's defined as "I.Q.", we would exclude large numbers of minority youth. We will have to re-define the term "gifted and talented" so as to broaden its meaning considerably beyond "high I.Q.".

Mary: AGREE.

Alice: AGREE but it's important to point out that there are many black youth with very high I.Q.s.

Alice: One of the advantages of corporations putting money into high ability minority youth is that it gives them a way to get tax write-offs by 'supporting' higher education for minority youth.

Alice: "Industry", private sector", and "corporations" are different terms. You can't "renaissance" unless you improve the public schools. What about

that part of the private sector that includes small business? Why not talk to these companies about meaningful tax write-offs? Where de-segregation problems exist, magnet schools are sometimes seen as a solution. These, in turn, lead to the ADOPT-A-SCHOOL approach for private industry that is another excellent tax write-off opportunity.

Gail: Industry already has a way of identifying gifted and talented minority youth - i.e., we already have AFNA (American Federation of Negro Affairs) to identify gifted and talented black youngsters. Our problem is not with the "super blacks" but, rather, with the masses. Our best selling point to private employers is to point out that we're on a crime wave now and that it will cost employers many more tax dollars to incarcerate a kid than it would to give him career ed so that he turns out to be a productive employee instead of a jailed criminal.

Sam: Gifted and talented persons, by definition, make up a very small percentage of any community. I would sell private industry on both the "gifted and talented" and on the "masses" who, if ignored, will wind up in crime. The SOCIAL DANGERS are the biggest thing we have to sell to employers.

Millicent: If I go to a corporation and say "If you don't help the masses the crime problem will increase!", would that sell?

Sam: I think it ought to be a combination of the masses and the gifted/talented that we try to sell to employers.

Ambrose: The arguments that Sam is using here are old ones. I'm looking for the "gifted and talented" pitch as a new one to be added to all other approaches we've ever used - NOT to substitute for other things that we know work to some extent.

Gail: We can appeal to big business by pointing out to them that, without their help, disadvantaged youth won't have the kinds of wide opportunities for career awareness/career exploration that they need, want, and deserve. We have LEAP (Louisiana Engineer Advancement Program) that takes minority youth out into industries for expanded career awareness/career exploration.

Issue: How to reach the educationally disinclined youth with career ed - including out-of-school youth

Paula: After it's been decided to have career ed in schools, how will it reach kids who don't go to school on a regular basis and who are not regularly involved in community activities (like churches, etc.) - i.e., HOW DO WE REACH THE KIDS WHO JUST "HANG OUT"?

Gail: For out-of-school youth, there is a great need today to step up our efforts to reclaim them for society. The New Orleans Street Academy started in the 60's, and the need is just as great now as it was in the 1960's.

Ambrose: In every community, you have some students who are proceeding through school on schedule and doing well and some who are NOT learning the work ethic. We need to look at the differences between these two groups of youth - both of whom have grown up in the same community.

Millicent: In our program, we do reach out-of-school youth. Their complaint - and it's legitimate - is that we have only a one year program to offer them. They need more than only one year of help - i.e., they need all kinds of social services. It should start with helping each youth develop a personal inventory, i.e., each wants to be something. Given this, we make up a progress chart for each youth and follow through on that chart. The problem is, the chart isn't completed at the end of only one year.

Ambrose: Perhaps the media could be used to get the career ed message to out-of-school minority youth.

Sam: DISAGREE. The media tends to play up the sensational, not the usual. For example, there was only a very small piece when Jackie Robinson's son went off to war in Vietnam but a big headline when he returned with some kinds of problems resulting from drugs. IF the media were to participate, there would have to be something in it for them. What is it?

Alice: The 6 Black community organizations in these miniconferences have ALL offered to work with the education system. If now, because of budget cuts, we have to go out of business, there will be problems.

Mary: What percentage of Federal monies are we talking about? Education takes 6% of the Federal budget. We've been told that all the cuts we're talking about amount to only 3% of the total Federal budget, BUT, with cuts coming almost exclusively in social programs (which cost, in total, only about 20% of the budget), the relative losses in each of the social programs is very big indeed. There are 116 National Urban League affiliates who recently met with OMB Director Stockman. Some of our affiliates operate COMPLETELY with Federal funds and are, therefore, now in danger of being completely wiped out. (We have repeatedly told our Urban Leagues not to take more than 50% Federal money, but some didn't listen.) Now, they don't know what to do. Mr. Stockman left them with their mouths hanging open; he had all his facts - and our Urban Leagues had none for use in contradicting him. IF we now were to come up with the world's best plan for delivering career ed to minority youth - but we can't sell it to the Feds - what makes you think we can sell it to the private sector? Are we then simply to say to our youth "there's no hope for you". We MUST come up with something new. The Government won't be our answer now!

Ambrose: One thing that MIGHT get us more private sector support is that the Reagan Administration says that the private sector is the "the answer".

Mary: The minority organizations represented in this series of miniconferences - Blacks, Hispanics, Indians, and Asian Americans - have some common problems but different solution systems. Maybe we should go to business/industry and simply say "support us with your dollars and we will take care of our kids". Perhaps industry will be satisfied if their plants aren't blown up!

Mary: We've selected the "safe" issues here from the list of 28 we generated this morning. We should get on more of the REALLY hard issues.

Betty: The block grants - if passed by Congress - can get money for minority organizations if the minority organizations push for it.

Sam: DISAGREE: Block grants are the same thing as being "wiped out". With a real budget cut, and then faced with the need to do more with less, all kinds of organizations at the State/local levels will have to fight among themselves for these reduced funds. It's going to be bad news.

Millicent: We've been told that DOL will match whatever funds we can get from our local Prime Sponsor, but the Prime Sponsors tell us their funds have been cut, and how can they give us some? It's a "Catch 22" situation we face.

Sam: I hear the message Betty Ward is trying to give us. The organizations we work with have not been sophisticated enough to write the kinds of letters - and the numbers of letters - to Congress to get the kinds of Congressional actions necessary to protect us. This must change.

Issue: How to make special career ed programs geared specifically to needs of minority youth - including community collaboration

Dan: We need feedback on this. Two examples come to mind:

- At a National Institute of Science meeting, the topic of increasing minority engineering was raised. In several cities now, there are special curricula to help ready selected youth for engineering majors in colleges. Private corporations support this program in cities such as Houston - and others; and
- I'm not sure about the perception of students in 4 year institutions and colleges regarding career ed versus perceptions of students in post-secondary vocational technical institutions. The difference between career ed and vocational ed needs to be clarified first in the public's mind.

The trends now are toward encouraging more minority persons to enroll in voc ed so they will be ready for entry into specific jobs. We should think about forming and operating a NATIONAL YOUTH CAREER ED CLUB that runs in ways analogous to such voc ed youth clubs as DECA with local, State, and National contests. I would like to see NAACP Branches to be a part of the collaborative effort involved in forming and operating such clubs.

Ambrose: There is some truth to the perception that many minority youth enroll in voc ed courses. This is true in spite of the fact they have not NECESSARILY been steered this way by their parents. There exists a critical need to establish and operate a PARENT CAREER ED PROGRAM. Many parents seek the help of community organizations in finding ways of helping their children in career decision-making. In most minority communities, parents are interested in helping their children attain higher levels of education. We need to help parents understand how career ed can help their children increase their career options. Many parents today look on vocational ed as a less than desirable educational alternative for minority youth.

Dan: Ambrose, are you thinking of

- producing educational materials so that parents better understand the concept of career ed; or
- programs aimed at involving parents in the DELIVERY of career ed to minority youth? To TEACH parents about career ed is a different goal from that of getting them INVOLVED in its delivery.

Ambrose: I am thinking of a combination of both of these approaches.

Millicent: The community knows what voc ed is, but they DON'T know what career ed is. ALL youth need career ed. Getting that message across to the community is where we must start.

Dan: AGREE - but because of the jump voc ed has on career ed, career ed is viewed as a "new program". We should consider introducing career ed to students at the junior high level.

Gail: DISAGREE: Career ed must begin no later than Kindergarten.

Dan: I understand that career ed should start at Kindergarten level but, for the Urban League and NAACP, the junior high level would be preferable. I feel this way because the youth constituents that our organizations provide services to would more easily be identified at the junior high level and up.

Gail: In my opinion, there's been a DELIBERATE effort among many persons to confuse the meaning of career ed. Career ed has been the most specific and clear of any movement about stating its goals. And still this has happened. We've set forth 10 clear skills that career ed can deliver - yet, we still have people saying "I don't understand what career ed is". Some don't accept it even though they KNOW it's what kids need today. They resist any CHANGE. The reason why career ed must start at Kindergarten is that's where public schools start.

Dan: IF we start at Kindergarten, what kinds of programs should WE design?

Gail: One thing our Community Organizations could do is try to encourage teachers to use career ed as a MANAGEMENT SYSTEM IN THE CLASSROOM. We need to go to the teacher training institutions and get them to infuse a career ed emphasis into teacher training. I know for a fact that, at our Street Academy, we keep in front of us a clear set of things youth need us to help them acquire. The changes we're talking about aren't THAT big. The course I now teach in career awareness called "POUNDING THE PAVEMENT" is a good example of how uncomplicated it really is.

Ambrose: Teacher training institutions CAN be influenced by

- school districts and
- community organizations.

The community organizations MUST participate WITH the school districts. Such an effort can extend even to helping parents of children not yet born to see the need for career education.

Millicent: Teacher training institutions are coming to communities asking for help in learning how to deal with the new breed of students. We CAN influence them now. In addition, many of the alumni of these colleges can be influential in bringing about change in teacher ed institutions.

Gail: It's fantastic what can be done with our "new breed" of youth. I can teach these kids basic academic skills, black history, through my career awareness workshop. And I do. I even teach career decision-making and work habits.

Millicent: A lot of the career ed things could work for minority kids. For example, minority kids need to learn that the "best clothes" they should wear for a job interview aren't the "best clothes" they wear to a party!

Millicent: Lots of kids go to Summer Camps. We COULD do a lot of career ed in Summer camps.

Dan: Can we reach a consensus that there's an important difference between the ADVOCACY role we can play and the SOCIAL SERVICE we can provide to career ed? Advocacy roles can include such things as encouraging teacher ed institutions and school districts to initiate career ed. The SOCIAL SERVICE role is illustrated by TACD (Tutorial Academy for Cultural Development) - a program where NAACP college chapters select 25 or more college bound minority students to help orient and prepare for college. We are now working with several corporations who may provide us with both materials and financial help for this project. This is an illustration of a possible DIRECT SERVICE - as opposed to simply an ADVOCACY role. I should point out that TACD could very easily incorporate a "careers" emphasis into its structure which might make it even more attractive to private companies. It would be very appropriate for NAACP to be an ADVOCATE for career ed. We might even set up parent seminars as a part of our NAACP career ed effort.

Mary: I want to reinforce what Ambrose said about PARENTS. We have a responsibility to equip parents with knowledge of what career ed is. When parents go down to schools to raise hell, they sometimes do so with the wrong persons because they don't know the system. Community organizations could help parents learn what they need to know so that they can get to the RIGHT school officials. Parents should go to these officials with a PLAN - or at least SPECIFIC QUESTIONS - not just a broad general plea to "support career ed".

Mary: When we talk about IMPLEMENTING CAREER ED, it's got to be a 2 way street. As a preventive tool, we need classes for parents so that they can get an overview of how we are trying to influence the system. It MUST work because it IS needed.

Sam: From a school board Chair perspective, some comments are in order here. I like what I'm hearing about career ed. It seems to me we now need to learn how to PACKAGE career ed so that it can be sold to school boards. Remember, Coca Cola didn't become popular until someone figured out how to package and sell it!

Dan: Wouldn't it be helpful to make a "package" for NAACP and NUL to take to State legislatures and get passed as career ed laws? We've talked enough - it's time to act! We need some way of packaging the career ed concept that we can push through to make State laws for career ed.

Sam: The bigger problem is how we translate what we all agree is a good idea - i.e., "career ed" - into a package - a network - that can SELL it. We have to have people out there selling this idea. The organizations here need a public relations effort that will follow up, say, on career ed with an article in EBONY MAGAZINE. The constituency to be lobbied are DECISION-MAKING PEOPLE like school board members.

Dan: Our initial problem is that of selling the minority community in general.

Sam: Let me illustrate with an example. We once implemented a program called "BRIDGES TO A BETTER TOMORROW" which involved providing ways in which minority youth could visit college campuses during the Summer when they were vacant on weekends. It worked out well BUT the problem came when we tried to translate this program back to parents and gain parental support. Career Ed faces this same problem.

Millicent: AGREE. This happens even in PTA meeting. Parents tend not to come. The only time we can get them together is when there's a crisis - if a teacher has hit a kid, for example.

Mary: Let's NOT look at the problems. We've got to START somewhere. We CAN't just keep a negative attitude.

Issue: How to use alumni associations from both traditional and non-traditional Black colleges

Sam: I chose this issue because there are some basic facts we have to face including:

- It's TRUE that we have some children not learning in our schools who, when we survey to discover causes, apparently are failing to learn because of LACK OF PARENTAL INVOLVEMENT in the learning process.

Black kids who "go right" have 3 things going for them:

- parents;
- churches; and
- a personal interest (like basketball).

Those who "go wrong" are those who get primary learnings from the street. We want to change this. We once went to alumni of Black colleges with a program called "REACH BACK AND HELP A BROTHER", aimed at helping Black kids during the crucial years of Ages 13-17. It was essentially an "adopt-a-child" approach based on role models - same basic idea as Big Brothers.

Alice: What's a non-traditional Black college?"

Sam: It's a traditional college with a few Black students.

Sam: There are college alumni with all kinds of career talents that could be matched with talents of many children.

Millicent: AGREE. DOL funds the "PASSPORT PROGRAM" which is like this.

Sam: We can't always have other people do for us. We should do it for ourselves sometimes. We shouldn't have to always think about the Federal Government funding it.

Millicent: Never underestimate the power of the churches in the minority community. They have LOTS of influence.

Dan: Would you ask the Alumni Associations to pass a POLICY to "adopt-a-child" as Sam suggests?

Sam: There is already in existence a group who identify with alumni associations of all 104 traditionally Black colleges. They found that, in traditional Black colleges, alumni are often found together whereas, in non-traditional Black colleges, alumni seldom see each other. This organization COULD be of great help to career ed.

Mary: Vernon Jordan of NUL has written 2 articles on career ed AND testified on the Hill in support of career ed.

Millicent: AGREE. We have several career ed programs in NUL.

Mary: Is there a Regional network for career ed that the 116 NUL chapters could plug into on a regional basis?

Dan: I would like to request that a list of all State Career Ed Coordinators be sent to each participant in this miniconference.

Gail: The NUL "YOUTH CAREER DEVELOPMENT PROGRAM" is Federally funded in 6 cities, but Federal funds are about to run out. In New Orleans, the public schools are putting some money in to keep this program going.

Alice: The concept of career ed is being internalized among participants in this miniconference. We now need to go back to our communities and USE career ed to make our current public school system work. We could learn from the Center for Urban Ed in New York that developed a good parent training program. They asked NUL to bring in 8 specialists to learn about that program. These 8 specialists then took that program back to their own communities and initiated some modified version of it. There is no reason to think we couldn't incorporate a career ed emphasis into these programs.

Career ed works in Pittsburgh in COMPREHENSIVE HIGH SCHOOLS - not just in vocational ed schools. National conferences of both the National Urban League and of NAACP are coming up. If career ed is on the program, we could have 1,700 communities pushing for career ed.

Issue: How can the "swinging door" position of the Urban League be used to build community partnerships in career ed?

Alice: Whitney Young was eulogized as "AMERICA'S SWINGING DOOR" who had "swung" between rich and poor, between Black and white, urban and rural, etc. It has applicability to career ed because, like career ed, Whitney Young was concerned about getting CHANGE. Typically, when CHANGE is suggested, people suggest establishing things like feasibility studies; or task forces ----- BOTH OF WHICH TAKE TIME AND SLOW DOWN CHANGE. This is where NUL can help with its paid staff who are around on a continuing basis.

Alice: Bernie Watson says "We should have UNITY without UNIFORMITY". I have my own "hierarchy of needs" for getting career ed implemented in this order:

- PARENTS - We recently did a Saturday Careers conference for parents telling them what the job market will look like in the next 5 years. This kind of thing should be done Nationwide.
- ROLE MODELS FOR YOUTH - Black kids tend to do well on math tests up through Grade 4 but then fall off. As a result, we have established an ELEMENTARY SCIENCE PROGRAM (ESP) where middle-class Black professionals to to neighborhood housing projects on Saturdays to work with 4th-6th graders motivating them toward math and science.
- SCHOOLS - We must show parents how to monitor in schools. We COULD include the topic of "how to evaluate the quality of career ed in your schools".
- BUSINESS COMMUNITY - Given all these other things, we could then convince the business community to help career ed through the ADOPT-A-SCHOOL model.
- ACTION EXAMPLES OF SUCCESSFUL PROGRAMS - If we had specific action examples of NUL and NAACP career ed efforts in a number of communities, we could share them with all communities; it would stimulate others to participate.

Dan: What Alice has just said capsulizes much of what we've said here during the last two days. We MUST develop programs that don't make our efforts so completely dependent on the Federal Government. We should combine forces of NAACP volunteers with those of paid NUL staff members. This is something we can really DO. I think it's essential that there be follow-up communications among participants in this conference.

Millicent: I want to recommend that, in other miniconferences, more attention be given to out-of-school youth. There are MANY kids out there who need help. We had a disco for out-of-school kids where the requirement for entry was "You have to bring your job resume" - even something that simple was helpful.

Dan: NAACP has a Prison Division that should be involved in career ed. I think the minority youth who are incarcerated need career ed as a starting point for the "new" life they will eventually lead once they return to the mainstream of society. I think our organizations should provide important services related to career ed during this period of incarceration.

Ambrose: There might value in a letter going from OCE to the heads of NUL and NAACP commenting on this miniconference.

Miniconference #171

MINORITY ORGANIZATIONS AND CAREER EDUCATION

May 7-8, 1981

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Issues Raised by Participants

1. How to develop stronger linkages with private sector and with parents.
2. How to focus in more on individuals in developing self concepts of K-8 youth.
3. How to best identify role models for non-traditional careers for Black persons.
4. How to intensify efforts to broaden career options for Black youth.
5. How to make more sure there will be jobs at the end of the career ed "line" for Black youth.
6. How to get community organizations more involved in the delivery of career ed.
7. How to get legislative support for career ed efforts of proven worth.
8. How to take special conditions involved in career ed for Black youth into account when legislation fails to take such conditions under consideration.
9. How to get adequate financing for career ed when mandates for other priorities tend to replace it.
10. How to make community organization involvement in career ed a sustaining effort rather than an initial vehicle for something the education system plans to eventually do by itself.
11. How can we change the whole structure of Education in terms of criteria for selecting teachers? Certification? Tenure? - etc.?
12. How to capitalize on alternative schools as delivery agents for career education.
13. How to educate the private sector in ways that make them more accepting of well prepared Black youth.
14. How to get timely feedback on legislation affecting current programs.
15. How to develop leadership qualities in Black youth through involvement with the private sector.
16. How to require employers receiving Federal dollars to provide "hands on" career awareness/career exploration opportunities for youth.
17. How to survive in a period of proposed budget cuts.

Discussion of Issues

Issue: How to get adequate funding for career ed when mandates for other priorities tend to replace it

Sylvia: This year, in our school district, funds have not generally been available for career ed, except for handicapped students. In New Jersey, we have a state mandate for such things as:

- T&E instruction;
- gifted and talented;
- compensatory education; and
- handicapped.

Classroom teachers can do career ed but, with kids being pulled out for all kinds of other things, it's hard for teachers to be able to infuse a career ed emphasis appropriate for ALL students.

Helen: In New Jersey, each student will have to have 1/2 unit of career ed by 1984 BUT they don't have to do it yet.

Bob Morgan (Bob): This is where community organizations come into play. The only reason Title I came into being was because so many parents pushed for it. The same thing would hold true for career ed.

Bob Jackson (Rob): We are aware of the fact that the Northeast Corridor has, in effect, been written off by the current Administration. My concern is that, even if people decided to organize for career ed on a national basis, how would that help the "block grant mentality" that apparently is inevitable?

Bob: All public education is supposedly designed so that every student can wind up with a career. At least, that SHOULD be the goal of public education.

Sylvia: DISAGREE. Public education has other goals as well.

Rob: If you're talking about financing, what alternatives do citizens have with the present mentality of those now in charge of our nation? For example, in spite of New Jersey's career ed law, there has been no state money appropriated for career ed in New Jersey.

Bob: Don't worry. Remember, a law always comes BEFORE money for that law.

Media: One of the major problems that I see is a need to educate the general public and those persons who are in authority to legislate and appropriate the money. When people don't have children in school, they tend to make school their low priority. One of the strong support and resource groups in the community is the Church. On Sunday mornings, Pastors across the nation speak to millions of people. O.I.C. has recognized this when it organized and placed clergy on every O.I.C. Board of Directors. Career education could and should learn from this.

Rob: AGREE. It's only in recent years that Black leaders haven't all been ministers.

Helen: DISAGREE. Traditionally the church/ministers were our only leaders, but recently this trend has changed. For example, we recently started a program for gifted and talented students. When we tried to involve the clergy, we had no response.

Media: I am in the ministry and my experience has been that if you convince the "leadership" of a given community, others in the ministry tend to follow.

Sylvia: Each year, almost all community organizations hold a National Convention. Most of these conventions have an educational program as part of the total program. Many national movements - such as the Census Bureau and the March of Dimes - make presentations annually at our National Convention. This COULD be done for career ed as well - maybe not in only one year of planning, but certainly at some time if a proper plea for a career ed program were to be made.

Beryl: Most people don't really understand the mechanisms for getting financing. When money comes to people in communities, it comes primarily through some LEGISLATION. Many persons seem not to understand that basic fact yet. If leaders of Black organizations become aware of the severe lack of funding for career ed, they could engage in such legislation- stimulation actions as:

- passing resolutions at their National Conventions supporting career ed;
- organizing a letter writing campaign to members of Congress.

Given this kind of purposeful, planned effort, it WILL work. We just haven't done it yet. To date, the issue of career ed hasn't come to the attention of National Black organizations. We have a lot of "people power" in the Black community, but it hasn't yet been used for career ed.

Harriet: It might be more effective if ALL Black community organizations combined in a coalition effort for career education. Too often, each does "its own thing".

Beryl: The NATIONAL ASSOCIATION OF NEGRO BUSINESS AND PROFESSIONAL WOMEN'S CLUBS has focused a considerable amount of its efforts on running "career workshops" but NOT on "financing for career ed". We need to identify those individuals responsible for EDUCATION in each national community organization and then get them together. Even if each organization acted separately, it would have positive impact. Black National community organizations DO see career ed as a viable vehicle for change.

Harriet: DISAGREE. What we need is ONE group representing the EDUCATION component of ALL National Black community organizations.

Media: It isn't enough that our Black community organizations are aware of career ed. In addition, there has to be a general community awareness.

Our national Black community organizations - at least their education components - are aware of career ed. However, organizations need community support in order to create any type of impact on system changes.

Bob: One of the things that has caused a decline in emphasis on career development for Black youth is the welfare system. If people can get welfare checks, many ask "Why should I work?"

Harriet: AGREE. There are some people who really don't want to work.

Beryl: AGREE. We even have people with jobs who are being paid to work who don't REALLY want to work. If people can't be given a certain sense of responsibility in their jobs, there's no personal reward, which in turn, leads such people not to want to work.

Harriet: In a humanistic sense, every one IS born with a need to work BUT many are turned off from valuing work even before they enter our schools in Kindergarten.

Beryl: Our affluence as Blacks has changed the opportunities for our kids to find meaningful work within the home/family structure. With dishwashers, carpet sweepers, etc., there's not much work kids living in high rise apartment buildings CAN do. Many of our kids return very little to their parents after reaching Age 18 simply because they're too busy surviving. If children don't return something to their parents when young - in terms of work as a family member - many will miss out on chances to ever return anything to their parents.

Rob: In part, we haven't secured financing for career ed simply because of the many kinds of new financial pressures we're encountering almost daily. Let's face it, most people's priorities aren't on their children. SURVIVAL must be top priority.

Bob: Let's say that leading Black community organizations DID decide to get organized in support of career ed. Part of their effort would HAVE to be to put large sums of money into the hands of Black community organizations participating in the delivery of career ed. What would cause Congress to put up the money for such an effort? Maybe what we need is a really intense lobbying effort.

Media: I must go back to the education of the community need. If the general community understands career education and its vast benefits, they will support it.

Helen: We would like to have a speaker at our National Convention in Houston in July to talk about career education. We could make a program spot for this.

Bob: I still want to see some PLAN FOR ACTION that would get more money for career ed.

Beryl: Maybe what's needed is a National CAREER ED ASSOCIATION. It should be a coalition association involving both community organizations and educators. This COULD get off the ground with a big National Career Ed Conference where registration dues (of \$20-25) would also be viewed as the

FIRST YEAR DUES as a member of the AMERICAN ASSOCIATION FOR CAREER EDUCATION.

Dynamite Idea - Don't lose it!

Issue: How to educate the private sector in ways that make them more accepting of well-prepared Black youth

Media: We've talked about the need for this, but not how to do it. I was thinking, when I raised this issue, that when we get our kids all prepared and ready to go to work, we often find that the jobs aren't there for these well-prepared, highly motivated kids. The private sector needs to be made more willing to accept our children.

Rob: We need a PR campaign within the private sector supporting career ed delivery systems such as OIC and the education system.

Loretta: Awareness materials prepared for the private sector should, in part, focus on helping our prepared young people to SPEAK FOR THEMSELVES. That is, in addition to any printed materials, we need a film showing these young people in action so that they really speak for themselves.

Media: AGREE on the need for films and other visual aides but such films should also show Black adults who have made it or are successful in the public and private sector. These could be useful role models both for Youth and for employers in the private sector.

Harriet: Any PR campaign with the private sector will, to be successful, have to be put in a perspective that convinces employers that they can make money from employing our well prepared Black youth. The employer needs to know that this person is likely to stay with them if employers do their part in terms of giving such youth the specific skills needed to succeed in their specific businesses. We're really looking for employers to give kids CAREER DEVELOPMENT OPPORTUNITIES - not just JOBS. We want them to see the potential this young person has for them over the next 20 years.

Media: Employers need to be convinced that they aren't just taking a person "off the street" when they get one of our well prepared Black youths. Our OIC kids do have good career ed skills. They are persons worth investing in.

Loretta: With Black kids, stereotypes continue to exist in terms of their believability with employers. We do have good statistical evidence regarding the quality of our "products", but we need to use such evidence more with employers.

Bob: OIC services people. We've had more job placement sources than almost any other organization. Being Black simply means that you have to work twice as hard and be twice as good as non-Blacks. Our kids can demonstrate this.

Sylvia: It depends on the employer. Some are much more lenient than others.

Harriet: Part of the key to success here is the person doing the "selling". Both the youth AND the agency must be involved in this "selling".

Media: OIC has had success because of the unique kind of alternative education system it provides. We are now using film strips and other kinds of visual aids to sell employers on our students.

Loretta: The best selling approach is one tailor-made to the employer.

Media: AGREE. We sometimes, for example, do this by inviting employers to lunch and discussing their specific needs - and specific kids - with them at these luncheons.

Bob: We who prepare our students educationally must be sure we have also prepared them to get jobs.

Sylvia: There's a program in our school district where kids go to school 1/2 day and work 1/2 day at Prudential. By splitting jobs this way (so that 2 kids fill just 1 job) the company is saving money that would have been paid an experienced person plus giving kids valuable skills on the job. Training while in school thus could lead to fulltime employment after high school.

Loretta: OIC is funded from a combination of private sector contributions, CETA Prime Sponsors, and other sources. This year, we got \$10 million from the private sector. Those who gave us money from the private sector are the best sources for hiring our OIC graduates.

Bob: OIC has profited by training persons in SPECIFIC SKILLS needed by SPECIFIC EMPLOYERS.

Media: OIC does a good job of selling its "product" to employers. This O.I.C. approach needs to be broadened to include others in education.

Beryl: Is OIC prepared to conduct workshops for public schools upon request?

Loretta: YES. The OIC OPPORTUNITY ACADEMY FOR MANAGEMENT TRAINING links with both the Education system and with employers. Its head is Dr. Robert Hutchins. These workshops - when run for employers - are typically focused on the OIC "products" and how they can be productive for employers. This training is also available to other community organizations.

Beryl: This Summer, our school district will be having a \$600,000 youth program. One day will be set aside for "Career Ed Day". Can OIC help us with this?

Media: The OIC "feeder program" (preparatory to the rest of training) is typically four to six weeks and concentrates on general employability skills. However, it is important to recognize that an emphasis on general employability skills runs through the entire OIC training program.

Bob: If the question is whether the OIC emphasis is more on "general employability skills" or on "specific vocational skills", the answer is that it varies from employer to employer. For example, to prepare a welder demands a much higher concentration of effort on specific vocational skills whereas to prepare a receptionist calls for heavy emphasis on general employability skills.

Helen: Career Ed IS a top priority of the National Association of Negro Business and Professional Women's Clubs. As a result, Gulf Oil Company has linked with us. In addition, we had a business/industry day at our last National Convention.

Sylvia: AGREE. At that National Convention, we had eight major business organizations come in to do workshops for us, including

- Eastern Airlines;
- Carnation Company;
- Phillip Morris; and
- General Motors in addition to Gulf Oil Company.

Issue: How to require employers receiving Federal dollars to provide "hands on" career awareness/career exploration opportunities for youth

Bob: I suggested this because we've had trouble finding "hands on" places for youngsters. We should use the power used previously by others in getting affirmative action requirements attached to availability of Federal funds and make the same case for this need for "hands on" experiences for our students.

Beryl: Everything comes through regulations. Regulations, in turn, can be written only with reference to laws passed by Congress. Of course, with the new block grants coming forcing money to States and local school districts, they could write such regulations in with references to spending the money they get. There IS a logical tie-in between Title I, ESEA and career ed which would make a career ed emphasis possible for economically disadvantaged students in local school districts.

Betty: Could this idea be used as an incentive thing whereby employers who provide "hands on" experiences for youth would get, say, five to ten "brownie points" towards getting Government contracts.

Beryl: IF we could highlight numerous examples throughout the Nation where career ed has, in fact, served as a vehicle for solving a variety of "man-dates of the moment", we could sell career ed to lots of Boards of Education.

Beryl: We might find the proposed Kemp-Garcia bill a useful vehicle for inserting an emphasis such as this. It certainly looks like a logical piece of legislation.

Bob: If such an "incentive" could be written into law, it would go a very long way toward getting eventual jobs for minority youth.

Sylvia: We need to emphasize that those employers who seek to establish new businesses in the inner city should be as concerned about the PEOPLE - youth and adults in those inner cities - as they are about the PHYSICAL FACILITIES.

Rob: When I look at urban areas, I see that urban renewal has cleaned out lots of homes in the inner city. Money is already coming back into the inner city. Has the term "inner city" really been defined? I would hate, for example, to see "Society Hill" in Philadelphia qualify as "inner city". The jobs have never been in the suburbs; they've ALWAYS been in the city.

Sylvia: Community organizations should be recognized as powerful vehicles for use in linking schools with both employers and the general public.

Rob: If we could, through the Kemp-Garcia Bill, get a provision created requiring participating employers to make arrangements both the Education system and with alternative Education systems such as OIC to provide "hands on" career awareness/career exploration experiences to youth, I would be satisfied for now. That is, I don't think we should attempt - at this time - to go so far as to also require such employers to actually hire "X" percent of such youth.

Harriet: One way this could be done in the Kemp-Garcia bill would be through a special kind of "credit" - analogous to the targeted job tax credit - for youth to whom such "hands on" career development experiences are provided.

Sylvia: In every neighborhood, in addition to private-for-profit companies and industries, there are some common kinds of public service companies, e.g. the telephone company, the gas company, which are public utilities ineligible for Federal funds of any kind. Couldn't something be worked out to also give such public utilities some incentive to provide "hands on" career awareness/career exploration opportunities for youth in the inner city? Community organizations - such as the National Association of Negro Business and Professional Women's Clubs - could be links in orchestrating a unified plea to get these kinds of public utilities together with the school system's career education effort. This, too, is an effort deserving of serious consideration in the Kemp-Garcia bill.

National Association of Negro Business and Professional Women's Clubs, Inc.:
BACKGROUND

1. Local units are called "clubs" - about 265 "clubs" in the Nation.
2. Approximately 15,000-20,000 members.
3. It is independent of the National Federation of Business and Professional Women's Clubs, Inc.
4. Founded in 1935.
5. Located in MANY local communities, not just major urban areas. Most of the fifty states are covered - Western and Mid-West primarily missing. No "clubs" in such states as: Wisconsin, North Dakota, South Dakota, Colorado, Oregon, Montana, Idaho, Arizona.
6. Of members, 60% are educators. A big percentage are professionals.

7. There are six Districts in the Nation with an elected Governor in each District.
8. National Headquarters: 1806 New Hampshire Ave., N.W., Washington, D.C. There is a National President but no National Executive Director.
9. MANY Clubs have a "careers" emphasis. Career ed IS one of the MANDATED PROGRAMS that all local clubs must follow. There is a formal policy resolution supporting career ed.

Issue: How to Survive in a Period of Budget Cuts

Rob: As we look at our current situation, we must recognize that Congress WILL pass the Reagan budget and it WILL have a big effect on all of us. People won't realize its true effect for a year or more. There IS lots of money on the other side fighting against us. How do we survive and keep alive the issue of career ed in these times?

Rob: We've all read about "block grants". What is the reality here in terms of keeping career ed alive?

Media: Do you think that we're knowledgeable enough about where the money is and how to get it? There is money, but we need to know how to play the game. Those individuals who are in control have their own criteria which must be met.

Rob: A climate exists in Washington now where lobbying Congress doesn't matter. Career Ed is NOT on the priority list. If we don't understand and get involved in the political process, we're going to be overridden by the high powered political lobbyists. Why not be an idealist and BELIEVE WE CAN DO ANYTHING. Let's look at the issues from that perspective.

Media: All of us are committed to making career ed work. In the meantime, we each have to survive. We need to go to the private sector to raise "survival funds".

Beryl: The integrity of funded programs will be lost in the block grants unless SOMEBODY takes responsibility for maintaining that integrity. This is going to take really effective leadership at the local community level.

Rob: Many persons in local communities still don't understand the differences between career ed and voc ed. In many cities, voc ed is a tracking system. The whole issue of career ed is talking about kids as OUR future.

Beryl: Career Ed should, in no way, be an ETHNIC issue. It's for EVERYONE'S CHILDREN.

Loretta: Vision will be essential to carry us through the next several years. To survive in the current period of budget cuts, it might be possible to push JDRP approved programs with the Reagan Administration - especially those that combine a "back to basics" with a "work/education" emphasis - AS CAREER ED DOES.

Rob: A lot of the Administration's thinking grew out of places like the Hoover Institute and the Heritage Foundation - whose members really aren't with the PEOPLE.

Bob: Suburban districts are automatically labeling minority youth as handicapped. And so are those urban areas where they see they can get MONEY by doing so. We could learn from special education (Title I) that we need PARENTS TO PUSH FOR LEGISLATION.

Beryl: It's paramount that everyone involved in career ed raise the consciousness level of those we serve. We could put an article in the local newspapers, for example. TALKING without IMPLEMENTING won't help.

Issue: How to focus in more on individuals in developing self-concept of K-8 Youth

Loretta: OIC originally addressed this concern when the URBAN CAREER ED CENTER was first established in 1971 - within the Philadelphia School District.

Rob: Career ed must START even before Kindergarten - i.e., in the home/family structure. Many of our kids are THROUGH before they even reach Kindergarten. Too many debilitating factors have already been at work on them. That's why HEAD START was born. If we have Head Start preschool and big career ed efforts in Grades 10-12, there MUST be a maintenance career ed effort K-9 as well.

Beryl: We have to look at the word "self-concept". What do we mean by that? Everything that happens has a potential for acquiring feelings of self-worth, either positive or negative. When Blacks are pictured in the media as "committing crimes", as "those on welfare", in SPITE of the fact they are NOT the ones primarily involved in either, it's bound to create negative self-concepts. We need to praise children no matter how small their contributions.

Media: Too many kids are told what they can't do rather than what steps are necessary to take in order to do it.

Sylvia: Much of this depends on the Education system's willingness to take a general attitude of positive reinforcement with its students.

Media: Many of our White brothers and sisters have a fear of Black kids, that they may pull out a switchblade or other weapon (stereotyping) so consequently they don't discipline our kids so they can learn as much as they want to and are capable of.

Sylvia: It's up to the building administrator to take the lead.

Rob: Teacher unions are part of the issue here. In public schools, the unions protect some incompetent teachers.

Beryl: Subtle racism prevents the kinds of learning that should go with our children. Children CAN learn. They must be TAUGHT.

Media: I don't like the use of the term "Minority" when making reference to people of Color. It means lesser than. My children were taught that they were not "Minorities". We've always referred to ourselves as "Black".

Beryl: People of color ARE the majority in the world.

Beryl: Black people are the only people without a clear history to teach our children. We are the only ones without an identifiable country to go back to. This, too, impinges on self-concept.

Issue: How to best identify role models for non-traditional careers for Black persons

Beryl: We need to find a mechanism to identify those Blacks who are in roles that are NOT traditional careers for Black persons - e.g., chemist, air traffic controller, stock broker, president of a large corporation. In developing such a list, our Black youth should know these ARE jobs they CAN obtain. When we ask Black kids what they want to do in terms of a career, they tend to respond in terms of only those careers they can SEE where they live. THIS IS TOO RESTRICTING OF THEIR FREEDOM.

Helen: We've done this in some of our Club activities.

Helen: Good TV programming would help. To date, TV has been more negative than positive in terms of role models.

Bob: AGREE. TV has tended to picture the situation "as is" rather than as "should be".

Rob: I'm an advocate of using the media BUT media by itself without reinforcement won't help much.

Beryl: How can we let ALL Blacks know about these role models? How can such role models be made AVAILABLE to all?

Sylvia: Many National organizations such as ours DO have "talent banks" BUT there is, at present, no way of POOLING THOSE TALENT BANKS OF ALL THE NATIONAL BLACK COMMUNITY ORGANIZATIONS.

Bob: Traditional Black colleges have, typically, formed "talent banks" of alumni that are distributed to alumni.

Sylvia: If some organization took on the development of a POOLED NATIONAL TALENT BANK, the various associations and traditional Black colleges would contribute to it.

Media: Johnson Publications (publishers of EBONY and JET) might support such as National talent bank.

Sylvia: BLACK ENTERPRISE (publisher is Earl Graves) publishes monthly and includes occupational projections and some role models in each issue.

Bob: If you can show these Black publishers how they could help the Black community through such a publication, they MAY support it even if there's no profit in it for them.

Sylvia: Greyhound Corporation has also done many things to support improving self-concepts of Blacks. Their advertisements in Jet Magazine by Joe Black, an excellent role model, are an example of this. They might be interested in such a project.

How would such a NATIONAL TALENT BANK operate?

Helen: It should go to both schools and community organizations.

Beryl: It could be made available to Superintendents of local school districts.

Bob: State Department of Ed Career Ed/Voc offices could make this package work.

Rob: We could talk about several dissemination systems - like NOICC/SOICC. Some will likely be out of existence soon BUT the State Departments of Ed won't.

Bob: OIC could be the National dissemination agent all by itself.

Rob: To disseminate to every LEA in the Nation, it's essential that use be made of the Nation's system of State Departments of Education.

Issue: How to get community organizations more involved in the delivery of career ed

Helen: One thing we could do is try to work more with career ed coordinators/counselors in local school systems. Once we've gotten some list of community presentors, then the schools tend to use our list but ignore US. Maybe it wouldn't have happened if career ed coordinators were at the SCHOOL DISTRICT LEVEL rather than at the BUILDING LEVEL. We have not yet sought seats on the local Career Ed Advisory Councils.

Beryl: The most effective way for our Association to work is to go through the schools. We use the school facilities but it is, where I live, an ASSOCIATION EFFORT, not a "partnership" effort with the school system.

Sylvia: But you, Beryl, did that as a single independent effort. We tried to do it as a JOINT effort with the school system. The school, however, changed the format of career day and took it over as its own. It is to the advantage of the career ed movement to be a TRUE PARTNERSHIP effort - not what we've been describing.

Rob: Once school districts take something over, it gets caught up in the Education system "bureaucracy". That's why a joint community partnership is essential.

Beryl: It's VERY important that Blacks kids see Black community organizations reaching out to help them.

Helen: Black community organizations haven't been informed that career ed WANTS to involve them.

Beryl: In part, it MAY be that Black organizations, because of continued racism, don't want to be rejected. Other kinds of community organizations, e.g., Association of Junior Leagues, don't have that worry.

Media: Black organizations still have to learn how to play the political games that will allow them to know that they CAN become involved.

Miniconference #172

MINORITY ORGANIZATIONS AND CAREER EDUCATION

May 21-22, 1981

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Issues Raised by Participants

1. How to include Asian American children's needs in textbooks and career ed materials.
2. How to secure and use effective career role models for Asian American youth.
3. How to take advantage of Asian American work ethics in career education.
4. How to change teacher ed and counselor ed to make both more sensitive to Asian American youth.
5. Is the stereotype of Asian Americans as "intellectually able, scientifically oriented, trouble free, work-oriented" youth still true? What about new generations or even the Americanized 2nd, 3rd and 4th generations?
6. Are the stereotypings of careers Asians Americans enter still true? Have they been exposed to broader career options?
7. How do we overcome the myth that Asian Americans have easy access to higher education?
8. How to break down sex stereotyping in the Asian American culture to broaden career options - especially for females. How can schools work with families to overcome this?
9. How to assimilate Asian Americans in the broader culture without losing their own cultural identity.
10. How to mount an affirmative action campaign to allow more Asian Americans into organized labor.
11. How to change role models for Asian Americans in ways that expand career options.
12. How to face and overcome underemployment for Asian Americans - so they can get beyond middle management positions.
13. How to train and retrain elementary school teachers to overcome stereotyping already present in their pupils - including application skills.
14. How to promote and use the concept of bilingual workers in our society.
15. How to meet career ed needs of the new refugees.
16. How to find role models for Asian Americans in such occupations as la. etc.
17. How to help Asian American women in mid-career change get back into paid employment.

18. How to overcome bias against Asian American teachers within the Education professions, and other parts of the world of work (such as post offices).
19. How to secure appropriate bilingual ed for Asian American youth when their numbers are small in a given school system.
20. How to relate career ed and global education.
21. How to differentiate career ed concerns for Asian American youth in terms of (a) new immigrants; (b) 1st generation persons; (c) 2nd/3rd generation persons.
22. How to help Asian American youth in career planning activities that will avoid inappropriate career choices.
23. How to help recent immigrants become more aware of career planning resources.
24. How to collect and disseminate all available career information to Asian Americans.
25. How to tie community organizations representing Asian American persons with other community organizations involved in career education.
26. How to more appropriately involve parents of recently arrived Asian Americans in appropriate career planning with their children.
27. How to help recently arrived Asian Americans better understand the entire process of career planning.
28. How to help the business community overcome their stereotypes of Asian Americans.
29. How to promote the concept of need for bilingual career counselors.
30. How to minimize stereotyping in career ed materials.

Discussion of Issues

Issue: How to change teacher education and counselor education programs to make them more sensitive to Asian American youth

Noriko: We should look at both long term and short term training - i.e., both pre-service and in-service.

Bob: We need to generate courses on dealing with minority youth. We need a course dealing with:

- characteristics of minority youth, and
- a separate career ed course for teachers.

Future teachers need to do some practicum work that involves shadowing persons in business/industry settings, a sort of work/study for teachers so that they can gear career ed to the real world!

May: Staff development within teacher ed institutions is where we must begin. Information about career ed needs to be filtered down to educators. Much of the content of career ed is already in other terms, like "global ed", "multi-cultural education", etc.

Shinae: I see great similarities between MULTI-CULTURAL ED and CAREER ED. Multicultural ed is concerned about such things as:

- helping teachers deal with minority children,
- helping teachers deal with parents of minority youth, and
- school system/community interaction.

In teacher ed, certain courses have become traditional ones to always teach. Multicultural ed advocates bringing in special short term training to supplement such traditional courses. Inservice ed is as important as preservice. The SEAs can do much to encourage this short term training. In multicultural teacher training, the ones who volunteer to come are more receptive because they feel that acquiring such skills will help them in working with minority students. Many other teachers are not so motivated to participate. The multicultural movement is trying to tie requirements for multicultural ed into teacher certification requirements. This is one way to get change. You can't rely only on those with "good intentions".

Bob: If we don't put multicultural aspects of teaching into pre and inservice ed, what will happen to education in urban areas? It's in trouble even now. Who will we get to teach in these areas and how successful will they be?

Sue: Why aren't multicultural courses taught to students beginning in elementary schools?

Shinae: Students can learn only what their teachers can teach them. We need to get at the teachers first.

May: California had a requirement requiring inservice ed in multicultural education for teachers. However, our collective bargaining resulted in abolishing all required inservice ed - so it isn't done much now.

Sue: Asian American kids are being more stereotyped by other kids than by their teachers. This multicultural program has to start at a very young age. If done here, it could easily be tied into career ed.

Noriko: We should also work with personnel directors in the business community to make them aware of stereotyping. The media also needs to be worked on.

Sue: Miami had a cultural program but it didn't work well. For example,

business community persons didn't even distinguish Chinese from Japanese persons.

May: How do you make teachers aware of the fact that kids need a joint career ed/multicultural ed effort?

Shinae: The community can generate a voice with school boards that make this need clear. Recently arrived immigrants are reluctant to raise objections to anything.

May: That problem is even more serious with 2nd and 3rd generation Asian American persons.

Sue: Asian Americans have traditionally used the "Raise yourself up by your own bootstraps" approach - rather than any kind of confrontation strategy.

Bob: I note there seems to be a general philosophy emerging of "Let's make everyone an American" - i.e., a de-emphasis on bilingual ed for example. Perhaps this is becoming a trend in the U.S. Dept. of Education. I'm getting nervous about it. Is there strength in cultural diversity where similarities and differences can be synergistic rather than antagonistic?

Shinae: 20-30 years ago, there weren't great numbers of Asian Americans. Further, the trend was clearly only towards ASSIMILATION - not multicultural/dual identity strategies. Now this has changed so that more successful Asian Americans are coming back to the Asian American community and identifying with that community. Assimilation never really happened. Moreover, the great increase in Asian Americans has made for big changes. In this respect, we are progressing.

Bob: Do you feel that the 3rd/4th generation Asian Americans coming back to the community are doing so in ways that will result in some kind of political clout? Are they activists or passive receptors? Could they assume leadership positions?

Shinae: No. The political clout will come from newly arrived immigrants - BUT these persons, while potentially a powerful political force, don't yet know how to exercise such power.

Sue: Engineers complain that management jobs bypass them because of their language problems. They believe they could gain by community organization efforts. Yet, a particular Asian American senior executive I know is discouraging engineers from his company from joining any proposed Asian American community action group.

Shinae: In my opinion, Sue's example is simply part of the culture - its not a reflection on a single person.

Shinae: When you talk about "assimilation", you're really talking about two different aspects:

- Micro-behavioral culture (on the job, etc.), and

- MEMORY CULTURE - i.e., traditional values - including religious beliefs.

Micro-behavioral assimilation and memory cultural preservation are needed in order to be truly bicultural. Biculturalism is the goal - at least for some of us.

Noriko: The culture encourages us to use a non-confrontational approach. This means change will take a long time. This is sometimes falsely interpreted by others as though "Its O.K. with us."

May: As a teacher in a school system, I make a conscious effort to discuss roles with my students. One of the things we've done is in curriculum development in materials that say "ITS O.K TO BE CHINESE AMERICAN" and "ITS O.K. FOR CHINESE AMERICANS TO EXPAND THEIR CAREER OPTIONS". We show some of these film strips in our classes. PBS has also put some of this on TV.

Sue: But PBS puts on Asian American shows at times like 8:00 A.M.. What kids will be seeing it?

May: We need to be aware that Asian Americans are no longer invisible. Last year, the SBA considered taking Asian Americans out of the "minority" category. It was defeated by the JAPANESE AMERICAN CITIZENS LEAGUE - a National organization with a fulltime lobbyist in D.C. This organization has regional offices and local chapters in urban areas. It has lots of members.

Sue: That organization is a part of the ASIAN PACIFIC AMERICAN HERITAGE COUNCIL, INC. - in Washington, D.C. This consists of 7-8 Asian American organizations who join together to lobby for Asian Heritage Week. They have not yet taken on such issues as "education change", and are certainly not considered taking on "career education".

May: There's also another organization: NATIONAL ASSOCIATION OF ASIAN PACIFIC AMERICAN EDUCATORS is an association of people in Education. It isn't affiliated with the ASIAN PACIFIC AMERICAN HERITAGE COUNCIL.

Noriko: The PAN-ASIAN AMERICAN WOMEN'S ORGANIZATION is another. It is especially interested in women's careers, and in networking.

Noriko: The most active Asian-Americans are those who were born overseas. After all, they WERE a majority culture - and still think of themselves this way. Those who have been here for several generations THINK of themselves as "minorities" - and act that way.

Issue: How to tie community organizations representing Asian American persons with other community organizations involved in career education

Shinae: Sometimes lack of information and isolation is the problem. If a There is no systematic PLANNING of delivery of services on the part of community agencies, although there are some agencies which have the potential to function this way. For instance, if a CETA program springs up, everyone goes there, but the support for the program is based on what's available at the moment, i.e., the programs exist only for a short and limited purpose. For

example, each minority group has SOME community organization concerned with serving that group in various ways (e.g., job placement, senior citizens, day care, mental health, CETA, etc.). Each of these groups has the potential for working with school districts but don't often function in collaboration with these districts. If we depend on VOLUNTARY involvement with NO MONEY, it's hard to expect that much will happen. Members of these organizations are busy on their regular jobs. There will have to be SOME money for the community agency to become involved in career education.

Noriko: AGREE. At least these community organizations should be prepared, and encouraged, to write proposals for career ed dollars.

Bob: Couldn't various Asian American community agencies get together and apply for a single grant? Are they of one mind on critical issues affecting them or is there internal disagreement that continues to be dysfunctional?

Sue: In Florida, a community coalition effort could work mainly because of relatively small minority populations. A smaller group works better, in part, because its cheaper to disseminate information to its members.

Bob: I ran a Title III project in 1967-70 for educable mentally retarded high school students. Located in affluent suburban school districts, parents of elementary school retarded children still thought THEIR kids will eventually be going to college. OUR ultimate objective was to place them on jobs. The ultimate vehicle we tried to build was a community organizational framework that included educators, business persons, and parents. This has some analogy for use in thinking about involvement of Asian American community organizations in career education. There needs to be a taxonomy of functions, so that each group is working in its way toward mutual goals.

Shinae: The goal is good career ed for Asian American youth. An umbrella of community organization MIGHT work. It could become a prototype model for career education. Looking at all community organizations, some are multi-ethnic oriented and some are mono-ethnic oriented.

Sue: Many community colleges receive Federal funds for career ed with middle age women. In Orlando, this includes Hispanics and Blacks but they don't include Asian Americans in their coalition. When we suggested that adult education opportunities be advertised in Asian American newspapers, this request was denied. They were not interested BECAUSE, AS ASIAN AMERICANS, ARE TOO QUIET AND DON'T SPEAK UP FORCEFULLY FOR OURSELVES. The Blacks have NAACP. The Hispanics have LULAC. We have nothing comparable.

Shinae: Asian Americans are basically peaceful persons. We are not inclined toward violence as a means of getting attention. What can we do?

Sue: There's nothing violent about community organizations serving as advocacy groups for those they represent.

Bob: The Asians have to get THEIR act together first. At the very least, they need a few major action agenda items.

Sue: Wherever Chinese persons live, they tend to let Thais take care of politics while the Chinese take care of business.

Bob: None of this is going to be easy. We had 3 years of Federal funding in order to carry out the project I described a few minutes ago.

May: Bob said he had an organization. He WAS funded specifically to organize community resources. We're not there yet. I'm not convinced because: (1) our communities don't operate in this way; and (2) our parents are still at the SURVIVAL - not the SELF ACTUALIZATION level. How do you communicate concepts that are foreign to the parents? When the War on Poverty called for community involvement, we tried BUT the contacts STILL haven't been made. The same thing happened in MDTA (which trained people but, with no jobs at the end of training, resulted in nothing).

Bob: There have to be INITIATORS in any change process. These are different kinds of people including INITIATORS, ACTION PERSONS, IMPLEMENTATION PERSONS, and then MAINTENANCE PERSONS. These are different types of persons. Decisions must be made constantly about who is doing what, when and why!!

Sue: One current program is the Targeted Job Tax Credit Program. I know one Chinese restaurant owner who hired a Vietnam refugee. The Vietnamese person found he could get more benefits by going on food stamps and attending a local area vocational school (where he was paid \$3.50 per hour for going to school). Some think the Federal Government should spend their money to find JOBS for the refugees, NOT simply provide them with food stamps and welfare. My opinion is that there are SOME refugees who will take food stamps rather than work in a restaurant. Others won't.

Shinae: Even though it's humiliating to accept food stamps, some will do so IF they can get training which, eventually, will make them self-sufficient.

Bob: Some people in business feel this "food stamp/welfare" pattern is a way of simply taking advantage of poor refugee persons.

Shinae: Previous programs have failed, in part, because the Federal Government has tried to solve problems simply by throwing money at them without good monitoring systems. That doesn't work. We need people to OPEN THE DOORS OF OPPORTUNITIES for Asian American persons - not just throw money at them.

Noriko: We do need some kind of coalition community group made up of ALL kinds of Asian American subpopulations. Given such a coalition, it, in turn, could link with other community elements.

May: In any organization, you have some who are active and others who are not. The "action persons" get "burned out" afterwhile.

Noriko: In Japan, the one who speaks up gets beaten down. It is not considered virtuous to be too aggressive. Change is perceived as coming about slowly. Industrial change is something else - it can go faster. Cultural value changes come about much more slowly.

Shinae: In the 1940s, many laws were passed penalizing Asian Americans, especially in California. Because of this, many developed a goal of becoming

"Americanized". It was a way of "getting in". A coalition group COULD happen, but they would need a common issue around which to unite.

Issue: Could career ed serve as an issue around which to form a community coalition of Asian American groups?

Shinae: YES.

Noriko: YES. It could cover elementary/secondary/adult education - a very wide spectrum of the total community.

May: Where would bilingual education fit in here? If we only write training programs for immigrant families involved in Bilingual Ed, we're missing a whole population of 2nd and 3rd generation Asian Americans. Bilingual education serves primarily the immigrant kids. A huge percentage of Asian American youth - 2nd and 3rd generation persons - have been overlooked because the Federal funds have gone to immigrant kids through Bilingual Education.

Noriko: My children look Japanese. Their teachers have just EXPECTED them to be good in math and in science. In the last 10 years, many liberal arts fields have opened up for Asian Americans, but not very fast.

Bob: The self-fulfilling prophecy concept takes over here - teachers attitudes have to be modified which in turn changes their expectations.

Mee-Lon: Parents who immigrated recently are VERY stereotyped - i.e., they believe "girls should do THIS and boys should do THAT". They are interested in their childrens' careers, BUT primarily only within a stereotyped context.

May: Equalization of pay for men and women and change in career sex roles go hand in hand. IF pay were equal, we would move fast toward getting rid of most occupational stereotypes.

Shinae: DISAGREE. For example, most Asian American parents might view that Asian American boys shouldn't, in our culture, strive to become beauticians, no matter how much it pays.

May: DISAGREE WITH SHINAE. In Hong Kong, men are beauticians!

Sue: We have a large number of Japanese women married to Americans who need some information clearinghouse for use if, for example, her husband dies or she gets divorced. Many of these women are NOT fluent in English. They need just a LITTLE help. This kind of clearinghouse, if it could be set up, could include a "careers" emphasis.

Noriko: AGREE. Even a 1 person office could serve a good networking function.

Sue: If you can teach "basket weaving", why can't we teach these kinds of survival skills - including career skills.

May: Remember, "career ed" isn't exactly a "household word" yet!

Issue: How to face and overcome underemployment of Asian Americans so that they can move up beyond the mid-management level

May: Research has shown that Asian Americans who have good skills and are good workers seldom get beyond mid management in industrial organizations. How do we train Asian Americans to be more ASSERTIVE so that they, too, can move up?

Shinae: It's NOT just lack of assertiveness. Normally, top management positions go to white persons, not to Asian Americans or to other minority persons.

Bob: Even beyond this, there is a general perception that Asian Americans are better at taking orders than they are at giving orders. Passivity, not action orientation, is the stereotyped perception. What about seminars for employers?

Noriko: Asian Americans coming directly from a country - say Japan - to the USA feel it's O.K. to be assertive because, in their country, they WERE the majority. It's tougher for 2nd and 3rd generation persons.

Shinae: We simply aren't giving Asian American persons enough chances to be leaders.

May: AGREE. In San Francisco, teachers used to "retire" to Chinatown where kids didn't question authority, make noises, or create discipline problems for teachers. Many of the kids coming now tend to ask more questions. Asian American kids ARE a little more feisty now.

Shinae: Still, we, as parents, reenforce conformity in our children - i.e., we say things like "Don't talk back."

Shinae: Our kids go to public schools 5 days a week where the only HEROES they hear about are white persons. On weekends, I go to a Korean church where everything is taught in Korean. Some of our kids don't always understand Korean - and, as a result, some are AGAIN failing to find a LEADER-SHIP role even in the Korean church.

May: Many kids don't know about Chinese-American heroes.

Sue: A Korean bilingual ed teacher told me that immigrant children from Korea are terrified to admit that they are Korean. The teacher, to combat this fear, uses a filmstrip showing Korean history. This helps more with small kids than with older youth. It has to do with economic level too, i.e., it's worse if the family is poor and has always been poor. Every case is different.

Noriko: It's hard for these kids to suddenly realize that, in the USA, they are a "minority".

Sue: No matter how long we live here, I'm always considered to be a "foreigner". This is true in spite of the fact that I'm an American citizen. This creates problems for kids of mixed parentage.

Bob: DISAGREE. I ALWAYS think of myself as an "American". Maybe that's because of mixed blood; it may be I have become "bicultural" insofar as I can handle and be successful in two parallel cultures, simultaneously.

Sue: How about exposing news media people to career ed opportunities for Asian Americans? The best thing media people seem to be able to say about Asian Americans at the present time is that we're "exotic"!

Shinae: Career ed COULD produce a COUNTER PROGRAMMING film showing Asian Americans in successful careers of various kinds.

Mee-Lon: There should be management training for Asian Americans with special emphasis on assertiveness training.

Shainae: Something else needs to go along with assertiveness training; basically, it is an attitudinal change that is needed.

Bob: What about training of the business establishment itself? They, too, need attitudinal change. Mixed (white and oriental) attitude training and value orientation sessions might be a useful vehicle for change here!

Shinae: Discrimination occurs all the time. All kinds of discrimination exists with reference to sex, age, etc., as well as race. Discrimination is very prevalent in large industry.

Shinae: We should talk about how to sell large industry on the "what's in it for them" question with reference to promotion of Asian Americans to management positions.

Shinae: We might point out that Asian Americans are big consumers. If they reflect the concerns of these consumers in top management decisions, they might make more sales. In addition, we could point to SOCIAL RESPONSIBILITY of industry to employ Asian Americans. Finally, we might legitimately ask, "WHAT'S THE RATIONALE OF LARGE INDUSTRY FOR HAVING ONLY WHITE PERSONS AS TOP EXECUTIVES?" - i.e., in point of fact, any minority person could, given the right training and abilities, perform as well:

Noriko: Any company could gain greater perspective on their consumer markets if they broaden their top management decisionmakers to include some minority persons.

Noriko: To have minority persons in top management may well motivate minority persons in lower positions of the organization to become more productive in their jobs.

May: I feel uneasy about the fact that we would pitch Asian Americans as a "showcase for productivity". I remember one Asian American who was promoted to a V.P. position in a bank. When the person who replaced him proved not to be productive, they put the V.P. back in his previous job. The Asian American work ethic is working against us.

Bob: AGREE. This country is falling down in productivity because it has come to worship not producing above the norm, hence a hard worker may become a danger not an asset, a threat to the status quo!

Bob: If some Asian Americans are in top management, it might show possibilities of career mobility that could motivate others in the organization and/or in the Asian American community - role models, aspirational changes, influencing of career choices, etc.

Noriko: The average Asian American is trained to work hard, but not to be assertive - i.e., in management skill training. THIS KIND OF ORIENTATION SHOULD REALLY START IN THE PRE-SCHOOL YEARS.

May: Many Asian American kids come from families in small business. What they see is that their parents are working very hard. They don't see hard work isn't enough - i.e., that MANAGEMENT SKILLS ARE NEEDED. An entrepreneurial education effort in the early elementary school years COULD be very helpful to career development of Asian American pupils.

Sue: It's precisely because Asian American kids see their parents working so hard in small business that so many of them have opted to go into high technology large industry as scientists.

Bob: Even though unsaid, many Asian American kids are steered away from small business to technology by their parents. Emphasis must be made on management skills as well as technical skills - combine business acumen with technology.

Noriko: Asian American kids know they can get jobs with technical skills, but don't find similar positive potential if they acquire business management skills.

Shinae: It's more than just a lack of management skills. The 2nd and 3rd generation kids have PLENTY of chances to acquire management skills. What we're really facing is racial discrimination. Look, for example, at the fact that there is only one Asian American principal in the entire Chicago public school system!

Noriko: There isn't a single National network established to voice Asian American concerns. We don't have an NAACP TYPE" of National network. We need a coalition of Asian Americans similar to what Blacks have in NAACP.

Shinae: The fact that we have been able to meet at this miniconference is, in itself, helpful in getting a start on networking.

Issue: How to help Asian American youth in career planning activities that will avoid inappropriate career choices

Shinae: I haven't seen much career ed effort in secondary schools aimed at helping Asian American youth in career planning. Most recently arrived immigrants get their information from their peers, not from professionals in education. For example, if one Asian American youth goes to the U. of Illinois and majors in Chemical Engineering, other Asian American youth who he/she knows

tend to go to the same school and follow that same major. Secondary schools need to do more to provide adequate career planning assistance to Asian American youth.

Noriko: I look at it differently. In part, it's a bilingual problem. That is, if the kid scores higher on QUANTITATIVE than on VERBAL measures, the counselors tend to encourage them to consider occupations requiring quantitative skills. We do have good counselors in the Chicago suburbs; BUT they're going only on the test data that they have. We need to do more at the community level. The counselors can't do this by themselves.

Shinae: DISAGREE. The community is overwhelmed with responsibilities. At the same time, they have no money. The school counselor is paid to do this job. If the school counselor can't do it, then we ought to have a paid community service/liaison person to do it.

Sue: How much are Asian American kids exposed to the whole world of work? Isn't learning how to apply for a job important? I think that many counselors are doing a lousy job. Kids need letters of recommendation for college, BUT a typical Physics teacher isn't going to hurry to write recommendations for Asian American kids.

Shinae: Our High School Korean Student Association has conducted career days to help Korean youth broaden their career horizons. Why aren't school counselors doing this job?

May: Many counselors don't have time to plan carefully with ANY students. Maybe career days would be part of the answers. Kids certainly do need to see a variety of careers. Maybe we need a mobile career van with a bilingual counselor inside who can talk to kids who don't understand English.

Bob: Maybe a local Rotary Club would take on sponsorship of a career day for Asian American youth. Interact and Rotaract Clubs are currently a reality all over the world!

Bob: Have any Asian American associations approached APGA to get the topic of CAREER PLANNING FOR ASIAN AMERICAN YOUTH on the program at the National convention? Do guidance people even recognize this as a problem?

Shinae: What we really need is a fulltime career ed specialist for Asian Americans. In these times of financial troubles for school districts, the chances of getting this kind of new position created aren't good - to say the least.

Mee-Lon: The Asian American work ethic can be stated as follows: WORK HARD; DON'T TALK BACK; FOLLOW ORDERS; WORK TO PLEASE YOUR SUPERVISORS; DON'T ASK FOR A RAISE - IT WILL COME TO YOU; DON'T ASPIRE TO HIGHER POSITIONS; KNOW YOUR PLACE IN SOCIETY.

Noriko: Traditionally speaking, the Asian American work ethic grows out of a desire to be HARMONIOUS with nature and with one's fellow MAN and with ONESELF.

One arrives at PERSONAL HARMONY through accepting situations - by coping with the situation rather than fighting it. This comes from Confucius and Buddha.

May: When you consider immigration problems of Chinese Americans in a historical sense, many accept whatever happens to them because they don't want to "rock the boat". Prior to 1965, there were lots of what, in effect, were illegal aliens in a legalistic sense. In order to protect the system, they tended not to complain about injustice. They just endured.

Noriko: AGREE. The same thing happened with Japanese persons who, prior to 1951, weren't allow to be U.S. citizens.

May: The Asian Americans really don't trust the broader community. The feeling is, LOOK AT WHAT HAPPENED TO US BEFORE - IT COULD HAPPEN AGAIN.

Sue: If the Florida "I.D." proposal becomes law, we, the Asian Americans, will be the first to be asked to show our I.D. cards.

May: Asian Americans believe in Education BUT often find that, even with an education, it doesn't always pay off in terms of success in life.

May: Because of the history of Asian Americans in the USA, we have learned not to trust the broader community.

Noriko: The 2nd and 3rd generation Asian Americans aren't sophisticated enough to use political routes to social change. The vitality to accomplish this is currently coming from Korean and Vietnamese groups coming in now who really SEE a need for change. The 2nd and 3rd generation Asian Americans don't want to risk the gains they have made slowly over so many years, in spite of the fact that such gains aren't as great as they should have been.

Shinae: AGREE. Over the years, the 2nd and 3rd generation Asian Americans have suffered much from various unfair laws. They have learned to live with such laws because they could see no good way to change them. In short, they learned to cope with those things they could not change.

Miniconference #173

MINORITY ORGANIZATIONS AND CAREER EDUCATION

May 28-29, 1981

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Issues Raised by Participants

1. How to provide effective career ed to new immigrants and to refugees.
2. How to help Asian Pacific Americans (APAs) get better orientation to the world of work in the USA versus the world of work in the Native country.
3. How to use vocational skills from the Native country in the USA.
4. How to get more updated information about the world of work into school districts.
5. How to provide cultural sensitivity needed in helping employers better understand APAs.
6. How to use adult education for APA persons to teach them about the world of work.
7. How to put career ed for APA persons in a bilingual framework.
8. How to increase availability of bilingual counselors for APA youth and adults.
9. How to broaden career training opportunities for APA youth far beyond typical stereotyped occupations.
10. How to provide more effective career ed to high school APA youth who did not receive bilingual education during their elementary school years.
11. How to secure upward career mobility for APA adult women.
12. How to overcome stereotyping of career choices and employment opportunities for Hawaiian and Filipino persons.
13. How to avoid early channeling of APA youth into premature career choices.
14. How to upgrade career choice opportunities for immigrant APA adults who need bilingual education.
15. How to get parity for Pacific Island persons in APA organizations.
16. How to instill the concept of career ed in the APA community.
17. How to maintain the APA classification as "minority persons".
18. How to open up career vistas beyond those toward which APA persons typically gravitate, especially on those careers that serve the APA community itself.
19. How to provide for the "minority within the minorities" problem in the APA community.

20. How to develop community linkages for APA persons in ways that emphasize self-help approaches.
21. How to synchronize the concept of career ed among the education community, the business community, and the community organizations.
22. How to help students of Asian Pacific Studies use this knowledge in their careers.
23. How to use APA Studies to provide needed hard data regarding the APA community that could be used by: (a) youth/adults seeking work; (b) potential employers; (c) persons working in APA community organizations; and (d) elementary/secondary schools.
24. How to avoid the "victim approach" to problems of APA persons - i.e., how to get the majority structure to accept more responsibility.
25. How to give special attention to out-of-school, out-of-work, 18-24 year old APA persons and adult immigrants in mid-career shifts.
26. How to overcome problems of underemployment for APA persons.
27. How to develop culturally appropriate communications networks within the APA community.
28. How to get information about career ed to decision-makers in education who can take action.
29. How to secure financial assistance for APA persons in career training.
30. How to acquaint APA persons with post-secondary educational opportunities.
31. How to encourage APA persons to consider non-traditional career fields - including current restrictions to entering such fields.
32. How to involve APA parents in career education.
33. How to use cultural strengths of APA persons in the occupational structure.

Discussion of Issues

Issue: How to synchronize the concept of career education among the education community, the business community, and the community organizations

Doug: Perhaps we should ask what the concept of "career education" means to these three different groups. Many times, pronouncements coming out of the Federal Government are at variance with reality in the field. I tend to see the term "career ed" in its broadest perspective - i.e., how to help APA persons integrate themselves into the larger society in terms of culturally, psychologically meaningful careers.

Sue: We should really add "government" to this trio and talk about the problem in terms of the "education/business/community organization/Government" framework.

Lorna: DISAGREE. I regard "government" as part of the "education community".

Amy: I agree with Sucheng.

Bernie: In Chicago, the Women's Bureau of DOL ran several conferences; one was for Asian women. This is an example of government involved in education.

Doug: Once we've agreed on a concept of "career ed", we need to see how our scarce resources are being put together so that more than empty talk is involved. All of these groups are NOT currently working together in the ways they should.

Bill: It is important to understand the career ed concept. I was having trouble differentiating "career ed" from "voc ed", but can see it better now.

Bernie: Career ed is really a combination of many things we have been doing but calling by other names. For some new immigrants, we have several programs now that could be tied into career ed. We started a new program where we placed a VESL (Vocational English as Second Language) right in the vocational high school. The same students using the VESL services in that high school come to us on Saturdays for pre-employment counseling skills; this is really part of career ed.

Bill: Let's see how the categories on Page 7 of A PRIMER FOR CAREER EDUCATION can be tied to each of the three community elements in this issue.

Pat: Many of the community organizations do have basic academic skill training for adults as well as for youth.

Bernie: It's important that the concept of career ed be shared by VESL teachers.

Bill: Each community organization (CO) is different. The Japanese American Citizens League, for example, does concern itself with things like basic academic skills, but some other APA COs don't.

Doug: From a CO point of view, career ed as a functional concept says everyone has a "choice" BUT choices of every person are limited by many factors. Access is a chief problem - i.e., not staying in, but rather simply getting in the occupation! The APA COs often aren't able to give people the information they need in order to make rational decisions.

Sue: AGREE. Sometimes the APA CO has the knowledge, but not the power.

Pat: We do have direct contact with "power people" in the APA community. When you're dealing with the larger community, the APA community organizations reach many APA persons who don't make it into the education system setting. Some of the career needs of such persons are met by the APA, not the schools.

Doug: AGREE. Some APA community organizations are very well prepared to supply help to APA persons. Others are not.

proposal - if you expect to get United Way funding. The point is, the United Way is not a "risk-taking" organization.

Doug: We're talking two different levels here:

- there could be efforts concerned with common community problems like drugs, etc; and
- professional associations.

For example, you wouldn't expect the AMERICAN PSYCHOLOGICAL ASSOCIATION to apply to United Way for funding. We need to be very clear about what type of APA Community Organization we're talking about if we suggest United Way as an appropriate community funding source.

Pat: Why are Asian Pacific American community organizations appearing to be disorganized? What these organizations need is technical assistance in knowing how to put their "act" - and action plans - in place. The problem is, in most communities, the NEED for help is so great that as soon as an APA Community Organization is established, many community members expect GREAT results immediately. When just getting started, the community organization often has neither the facilities nor the expertise to meet these immediately-pressing community needs.

Sue: Frequently, the APA community organizations are staffed primarily by volunteer persons whose full-time employment is elsewhere. The NEEDS are so great - and the RESOURCES so thin - it gives an impression that the CO is disorganized. This is not always necessarily the case.

Lorna: We are finding some APA COs in Honolulu getting funds from the United Way, but these COs are not typically well organized.

Bernie: AGREE. Our organization in Chicago gets calls from about twelve other small Asian Pacific American organizations in the greater Chicago area. In addition, the larger community is so ignorant of what we're trying to tell them it's tough to get the message across in an organized way.

Amy: If I try to work with one organization RIGHT, I can't find time to relate with many others. It's a question of time, much more than a question of lack of interest in linking.

Doug: One part of our problem is that we spend so much time trying to educate members of the broader community about Asian Pacific Americans, it's hard to go from educating them to actual ACTION PROGRAMS.

Amy: With Asian Pacific American organizations, we have different types of organizations including:

- small single ethnic organizations;
- community organizations that are multi-ethnic and multiple resource types (e.g., YWCA, Chamber of Commerce, United Way, etc.);

- Statewide organizations; and
- National organizations of ethnic/community organizations and groups.

MAYBE different tasks should be expected from different KINDS of organizations. For example, perhaps the national organizations should dictate policy but the single ethnic COs should be expected to carry out actual implementation of policy.

Pat: What are we trying to do? Are we talking about how to impact the community, or how to get money? If you're going to impact the community, you need to concentrate on the organizations which are meaningful to members of the community - i.e., NOT such groups as the United Way or the local Chamber of Commerce.

Lorna: DISAGREE. Organizations such as the United Way and the Chamber of Commerce could link with some APA COs who, in turn, could link with community members.

Doug: The bottom line is going to be how to link ALL community organizations together.

Amy: Our problem is we're trying - and have tried - to do all these things simultaneously - even though we know that, at least theoretically, it should be a sequential process. For example, some say we should link all of our ethnic organizations together before we approach a local Chamber of Commerce or United Way. Operationally, we are often forced to do this simultaneously.

Sue: Sometimes the priorities of different COs in career education are in conflict. For example, perhaps the local Chamber of Commerce might want to promote the practice of "slotting" minority persons into low-level, dead-end jobs. Obviously, with COs such as ours, there would be a built-in conflict of interest were we to try linking with such a Chamber of Commerce.

Pat: DISAGREE. There are plenty of commonalities of interests with respect to the broad education/work relationships area - i.e., in career education. If we truly want to impact the population at large, support is needed all the way around in terms of a wide variety of kinds of community organizations.

Doug: It's important to remember that the wide variety of minority community organizations that exist have to, on occasion, come together BUT, in order to get real action, it has to get back down to the INDIVIDUAL community organizations in order to be implemented. The bottom line is that the Asian Pacific American organizations, in order to be a viable vehicle for addressing career ed, need resources. Some have some resources now, but others do not. IF our community organizations are going to get the resources they need, they need to link with other kinds of community organizations who could provide these needed resources.

Bernie: We, as Asian Pacific American organizations, need to know where to go to get financial resources from other types of community organizations.

Bill: If the CO doesn't have the career information, where can they get it?

Lorna: Many APA community organizations are, of necessity, concerned about the needs of APA persons for immediate jobs - not how they "adjust" in a long term career sense. The business community is currently slotting immigrant persons into positions - many of them dead end - that best meet the needs of the business organization. Where are these immigrant persons to get the career education they need? How do we overcome this?

Bernie: There are a lot more APA community organizations now concerned with career upgrading problems of APA persons through community education activities. We want to help APA persons get a broader concept of "work" as a part of their total lifestyle.

Doug: To get the needed career information, it would be useful were APA community organizations to develop good working relationships with other community segments. For example, with community colleges.

Pat: AGREE. We're already linked with community colleges in San Francisco. There is also political clout behind this. Career ed needs to work on more joint efforts.

Sue: Example - CHINESE FOR AFFIRMATIVE ACTION is an organization with task forces that go to employers to help APA persons secure employment - and then to follow them up on the job once they are employed. The key to this effort is to identify potential employers who currently are underrepresented in terms of APA persons.

Amy: Community organizations are in a "Catch 22" here - i.e., a "blaming the victim" syndrome. How can COs do all the things they theoretically should be doing in career ed when they don't have enough resources to do even what they are now charged with doing?

Doug: We've talked enough about the problems. It's NOT a hopeless situation. In my recent experience, I've seen where minority community organizations could - and should - link with other community organizations - like UNITED WAY - who may have resources and expertise that our COs don't have. This would be particularly true of the Indochinese problem right now.

Bill: As a big national community organization - JAPANESE AMERICAN CITIZENS LEAGUE - we have a Board of Directors and a complicated process for relating with others. It's sometimes not easy to arrange for "linkages". It's a nice thing to talk about, but considerably harder to put into operation.

Doug: The problem isn't limited to large CBOs. Sometimes, it's even harder for small ethnic COs to link with other COs in the community.

Amy: In Hawaii, the Hawaii United Way gets the money. This is an "establishment" type organization that pretends to be interested in all - and which occasionally does some very good things. The trouble is, when you approach the United Way for funds, you either have to have an excellent "track record" - or an outstanding

Steve: We, as Asian Pacific American organizations, have tended to look for resources simply within our own APA community. It's been self-defeating. We need to pull all our APA community organizations together, and then try to link with other kinds of community organizations in common efforts.

Pat: DISAGREE. Asian Pacific American community organizations represent many different languages - and many different cultures. It doesn't make sense to try to pull them together into just one effort.

Issue: How to provide cultural sensitivity needed in helping employers better understand Asian Pacific American persons.

Pat: Employers typically know very little about Asian Pacific American persons. They either think of us as "exotic persons of high ability with no unemployment problems" or as "lazy persons who would be bad employment risks". In affirmative action activities within companies, Asian Pacific American persons are often excluded, in part because there's been a lack of specificity especially with respect to the PACIFIC portion of the Asian Pacific American population.

Doug: Equally important is the fact that employers not only need to be aware of cultural factors but also how to deal with them in a creditable fashion. Employers tend to think of us as a stereotyped group - NOT as INDIVIDUAL PERSONS.

Bill: There are Asian Pacific American study programs with needed data. How do you get these hard data with respect to individual differences to employers, and especially to PRIVATE SECTOR employers?

Sue: The ASSOCIATION OF ASIAN PACIFIC AMERICAN STUDIES has data, but hasn't yet tried to get these data to employers. In part, it's simply a question of too many important things going on simultaneously. There's a need to show employers what THEY will gain if they try to better understand the Asian Pacific American culture.

Doug: For 200 years, employers have stereotyped Asian Pacific American persons as individuals who will work hard under ANY conditions, so why worry about how they are treated?

Doug: If career ed is to succeed with Asian Pacific American persons, changes in EMPLOYER ATTITUDES will be essential. One of the areas to change is CULTURAL SENSITIVITY - i.e., in reaching that point where employers can - and will - look on Asian Pacific American persons as individuals.

Lorna: AGREE.

Doug: A good example can be seen in the electronics industry who tend to seek out APAs because they're typically so good with their hands.

Steve: Asian Pacific American persons are not typically perceived by employers as either "good managers" or as "decisionmakers". We're never going to be the corporate manager "types" until we get SOME Asian Pacific American persons into such positions.

Sue: When we find Asian Pacific American persons who do have AGGRESSIVE characteristics, reactions to such persons are typically negative both from others in the APA community and from employers.

Amy: AGREE. We thus need to behave differently depending on the group we're in. For example, with a Filipino group, I

- wouldn't speak out;
- would be non-confrontational; and
- try to get along well with the leader of the group.

Doug: AGREE. The Asian Pacific American culture is GROUP ORIENTED whereas the Western culture is INDIVIDUAL ORIENTED.

Lorna: I'd like to reinforce the notion that employers should seek to recognize us as ASIAN PACIFIC AMERICANS, not as "Filipinos", "Asians", or "Asian Americans".

Doug: Employers have to recognize the need of Asian Pacific American persons for biculturality - whether the person is a "new American" from Asia or an Asian American.

Bernie: Employers need to see Asian Pacific American persons as:

- persons with a CULTURE;
- persons who are INDIVIDUALS; and
- persons who are either NEW IMMIGRANTS or 2ND OR 3RD GENERATION AMERICANS.

Sue: AGREE. If we recognize the need to talk about ALL 3 OF THESE THINGS. I'm having problems with the concept of "cultural sensitivity" because it tends to play down the importance of individual differences.

Steve: Maybe the message to managers in industry is that APAs can be good managers so please DON'T label us as though we COULDN'T be good managers.

Amy: America's lowering global power is bound to help brown and black persons in America.

Doug: When an employer has a job to be filled, he/she should be aware of cultural ADVANTAGES of Asian Pacific Americans in addition to their specific job skills.

Bernie: How do you introduce cultural sensitivity to employers? One of the things we're doing is to work with employers prior to holding the employment interview with an APA youth. We talk to the employer's personnel director, foremen, and supervisors and let them know, for example:

- if the person smiles or nods his head, it doesn't ALWAYS mean the person understands what is being said; and
- people should speak slowly to APA youth when giving them directions.

We are now forming an employee/employer Advisory Committee to help us learn what we should teach our clients about the world of work.

Pat: In California, we're trying to link Samoans with the community, with service providers, and with the public sector. We try to see the extent to which employers have, in fact, been employing Samoan persons. We now have in-service ed for public sector people to teach them about Samoan persons. Following that, we do the same kind of thing with our service providers (e.g., the Education system). Some agencies are now saying they will train some of our people. We have tried to find out the skills our people brought with them. We then try to match those skills with existing training programs and employment opportunities. Usually SOME additional skill training is needed before successful employment can be obtained.

Doug: You need to work with each APA group differently. For example, some are persons who need and expect gifts; others have a different perception of what "coming in late" means. Employers need to know what is the best way of dealing with these kinds of situations. Another example might be, "How does one reprimand a biculturally-oriented employee?"

Wei-lin: AGREE. The APA persons and the non-APA persons both need more awareness about each other. In the field of bilingual education, how to make the English speaking teachers sensitive to the APA cultures is one of the on-going projects. For example, thirteen minority languages handbooks are now being developed by the California State Department of Education. These handbooks aim to broaden the teacher's awareness about APA and other minority groups. It is important for the division of Career Education to plan to develop some kind of handbook for the Employers and the APA persons so that the concept and the merits of Career Education can be better understood by both parties.

Doug: I'm NOT saying that the APA person should be allowed to come to work late. Rather, I'm saying that we ought to find a proper and effective way of encouraging the APA person to come to work on time.

Sue: The reasons why APAs don't get into top management is simply because there are so many white males who couldn't stand to work for a minority persons or for a woman. It's NOT a matter of cultural sensitivity, rather only DISCRIMINATION.

Issue: How to get information about career ed to decision-makers in Education who can take action.

Bill: With any group you want to influence, you need to find out who is the policy decisionmaker. For example, when handicapped persons want a program, they come to the Board of Education in wheelchairs.

Japanese American Citizens League

1. About 30,000 members in about 60 Branches throughout the U.S. - mostly in California.
2. They deal with subjects as reparations, civil rights, and Education.
3. Had an Ethnic Heritage Foundation grant in Education a few years ago.

Priority Items From 64 Item Discussion Chart Selected as CONSENSUS by Participants

1. Item 13 - Helping students gain basic information useful in overcoming bias and stereotyping.
2. Item 25 - Helping educators acquire basic information useful in overcoming bias and stereotyping.
3. Item 27 - Direct help to educators in overcoming their biases and stereotypic attitudes with reference to race, sex, handicapped conditions, and age.
4. Item 29 - Helping educators gain a better understanding and appreciation of the community organization as part of American society.
5. Item 36 - Participating, with educators, in in-service education aimed at helping teachers develop methods and approaches appropriate for use in infusing career education into classrooms.
6. Item 41 - Gaining legislative support at the State/Federal levels for career ed.

Issue: How to instill the concept of career education in the APA Community

Doug: I consider myself a layman in career ed. I don't know too much about it. How much more unaware must general members of the APA community be? It's important to have a viable concept of career ed and let community members know about it. The concept we have must be oriented in reality of the community.

Bernie: AGREE. I know more about career ed that I did prior to this mini-conference but not enough to explain it fully to others.

Sue: The concept of "CHANGING WITH CHANGE" is new and clearly distinguishes career ed from voc ed. This concept can be sold to the APA community.

Doug: AGREE. With so many APA persons being immigrants, they are already living with change -- and so should recognize the need.

Pat: The adaptability skills of career ed will be acceptable only IF they are, in fact, given to APA persons. Simply to say to them "change is coming" will be scary, not reinforcing.

Sue: AGREE WITH PAT. "Adaptability" will scare new immigrants initially because it adds to the high degree of instability already present. It must be overcome by showing how adaptability skills are useful in a practical way.

Sue: The concept of "adptability" is, in a sense, foreign to the way many APA parents deal with their children's career decisions. That is, many APA parents are accustomed to valuing early career decisions leading to specific career choices.

Amy: With many 1st generation immigrant persons, the "future" is their children, not themselves. That is, they can stand the laundry if they can see their children benefiting from the parental sacrifices by moving up in the society.

Pat: DISAGREE. That's not true for Pacific Islanders. We don't come from an educational technology environment so parents don't tend to push their children towards specific careers. Career ed is essential for Pacific Islanders because of the instability in the home brought about by transfer to a new society-- and so a new culture.

Lorna: What Pat says is also true of the Hawaiian culture. It's the Asians - not the Pacific Islanders - who are future oriented. We Pacific Islanders want to be happy today. Pacific Islanders have already made big changes in order to be immigrants. To tell them to get adaptability skills so that they will be ready for still more change won't be as appealing as the stability that can come through offering them specific vocational training that will lead directly to a paid job.

Bernie: The adaptability skills of career ed will be more appealing to APA youth than to parents of these youth.

Wei-lin: The concept of CHANGE is part of the new culture. Immigrant parents need to understand this in order to understand Western society. It will be important for their children if not for themselves.

Bill: I don't see career ed skills being included in very much of today's voc ed. That's a shame because APA persons need BOTH career ed AND voc ed.

Sue: You must start with a concept that says "CHANGE IS HAPPENING - LEARN HOW TO DEAL WITH IT" - not "CHANGE IS GOOD AND DESIRABLE".

Doug: Whether an immigrant or a native APA, the concept of career ed needs more visibility in the APA community.

Lorna: About 10 years ago, "leisure" was a popular topic. It's not now because of economic pressures. Thus, the concept of "unpaid work" in career ed isn't new. It just needs to be re-packaged. Lots of programs and people in the APA community are already engaged in delivering parts of career ed right now.

Sue: APA parents can be sold on the concept of learning to cope with change in American society.

Amy: The needs of 1st, 2nd, and 3rd generation APA persons are different from needs of the recent immigrant. The concept of career ed won't apply equally to both.

Doug: With local born APA persons, the need for career ed is much like that of any other USA youth, except for the fact that they are minority persons.

Lorna: As immigrants, many APA parents couldn't transmit their former values to their children. At the same time, the kids don't yet have access to American values. That's part of why delinquency is high among some APA youth. Career ed, as a value system, could be helpful to them.

Bill: APA kids who go to college do get many of the adaptability skills of career ed through their liberal arts courses, even when preparing for specific occupations requiring a college degree. The liberal arts assure this.

Amy: In Hawaii, education has been a popular college major. Now, with few jobs in education available, our Education majors have had to use their adaptability skills to find other jobs that are available to them. These include skills in learning how to deal with underemployment.

Sue: If you go through liberal arts education, you do get some adaptability skills, but NOT NECESSARILY the psychologically important coping skills that are also part of career education.

Doug: The 1st generation APA youth have seen what their parents have had to go through. It would make career ed more acceptable to them. The bottom line is that, in considering the applicability of career ed concepts to APA persons, you have to differentiate among the various APA populations as well as among the immigrants vs the native USA born APA persons.

Bernie: For new immigrants, it's important that career ed, voc ed, and English-as-a-second-language be combined in a single program. It's not helpful to continue thinking about them as separate, fragmented efforts.

Sue: The problem is both cultural and situational.

Issue: How to provide for the "minority within the minorities" problem of the APA community

Amy: The major group within the APA community includes each of the following categories:

- Pacific Island persons; and
- Asian persons.

The second type of difference is generational with two broad categories:

- Immigrant;
- 2nd generation; and
- 3rd generation and beyond.

Within each, there are some distinctions.

Pat: The generational categories Amy has stipulated don't apply as well to Pacific Islanders.

Doug: Within the Asian group, attention usually focuses on EAST ASIANS (Chinese, Japanese, and Korean). Beyond this, there are three other major groups:

- Indochinese;
- Philipino; and
- South Asian (Asian Indians from India and Pakistan).

Some would add a 4th group: "Middle Eastern Asians" who are the Moslem Asians. When Government officials talk about "Asian Americans", they usually think primarily about the East Asians.

Pat: PACIFIC ISLANDERS need to be seen with a separate identity from ASIANS. The major PACIFIC ISLAND groups are:

- Native Hawaiians;
- Samoans;
- Chamorros (Guam and Micronesia); and
- Tongans.

There is a vast difference between PACIFIC ISLANDERS and ASIANS. For example:

- PACIFIC ISLANDERS haven't generally been as well educated as ASIANS;
- PACIFIC ISLANDERS haven't enjoyed the same general high level of success in employment as have ASIANS;
- in terms of career abilities, ASIANS are typically regarded as "high achievers" whereas this is not generally true for Pacific Islanders.

Out of the four categories of PACIFIC ISLANDERS I've identified, three are MIGRANTS but not IMMIGRANTS when they come to the USA mainland. That is, they haven't come from a foreign country. Tonga and Western Samoa represent the only "foreign countries". This is important for Congressional policies which have been imposed on the Pacific Islands. You have to look at both the Islands and the Pacific Islanders who are in mainland USA to really comprehend the problems Congress should address here.

Amy: Primarily because of numbers, i.e. political resources, the ASIANS and PACIFIC ISLANDERS came together into the ASIAN PACIFIC AMERICAN category. Total, these are only 1.5% of the total USA population involved here: 3.5 million persons.

Lorna: Another important consideration in forming a single APA category is that the population of the State of Hawaii is a mixture of both PACIFIC ISLANDERS and ASIANS.

Doug: AGREE with Lorna. The whole APA concept originated in Hawaii. The problem is one of getting PARITY FOR PACIFIC ISLANDERS in the APA.

Pat: PACIFIC ISLANDERS haven't been vocal enough in terms of speaking up for themselves in American Government. We've done a lot of research and find that "Asian Pacific" is more in name only, not much in terms of services. PACIFIC ISLANDERS need true representation for themselves.

Doug: PACIFIC ISLANDERS have much more in common with NATIVE AMERICAN INDIANS than with ASIANS. For example

- both emphasize a tribal organization; and
- both represent cultures that were residing on the land before the White Man came.

Wei-lin: The APA itself is a minority within a minority - i.e. there are far fewer APA persons than either Blacks or Hispanics. In the past, the Elementary & Secondary Education Act, Title I, became an act that mostly helped the blacks. The Title VII Bilingual Education Act became the Act that helps most of the Hispanics. Therefore, it is important to be aware of the differences among the APA yet we cannot underestimate the political implications if the APA becomes too diversified and too complicated. For political reasons, a unified APA is better than a diversified one.

Pat: In Federal career ed policy, there needs to be conceptualized a different career ed delivery system for PACIFIC ISLANDERS than for ASIAN AMERICANS.

Lorna: Would you feel, Pat, that the delivery system for Hawaiians should also be considered differently than that for other PACIFIC ISLANDERS.

Pat: Yes, to some extent.

Doug: In Hawaii, the Native Hawaiians are a distinct minority - analogous to Native American Indians in the USA. The things we've been saying about career ed are applicable to the whole HEALTH & HUMAN SERVICES AREA and should be so applied.

Issue: How to broaden career training opportunities for APA persons beyond typical stereotyped occupations

Lorna: I don't know how to do it. The problem does lie in stereotyping, both on the part of APA persons themselves for themselves and for others. For example, parents of APA youth see "medicine and science" as a big thing for Chinese and Japanese while "law and politics" are big things for Koreans and Filipinos.

Pat: For Pacific Islanders, the big thing is not even college graduation. Rather, it's a "big thing" just to graduate from high school and find a job.

Lorna: If the Asians hadn't come to Hawaii, the same situation Pat describes here would also be true for Hawaiians.

Sue: The Pacific Islands still cannot be regarded as a technological society. Instead, the society is primarily an agricultural one.

Bernie: There's a big difference between the Indochinese and the Laotians. As an example, in our pre-employment programs, we give handouts in Chinese. Some of our Cambodians can't read Chinese, but won't admit it.

Doug: The big problem is REFUGEES - not IMMIGRANTS. In 1965, the USA changed its immigration laws to make it more possible for Asians to voluntarily immigrate to the U.S. Since 1975, when all Indochina fell to the Communists, the USA has brought over refugees who really didn't volunteer to come in the same sense that immigrants did.

Amy: The refugees don't have to fulfill the same requirements as immigrants. In addition, they get more money.

Sue: The refugees didn't come voluntarily.

Doug: In 1975, the refugees were mostly wealthy business persons. Since 1977, we have had the "boat people", of whom 80% are ethnic Chinese.

Bernie: A lot of immigrants have family ties in the USA and therefore some means of help. The refugees have no such source of assistance in the USA and so are in need of greater help from the Government.

Doug: AGREE. The immigrant has family, friends, and an established ethnic community to fall back on. The refugee has none of these things.

Pat: The level of occupational aspiration among PACIFIC ISLANDERS is high, but their level of support is so low that they don't talk much about it. They DREAM about it, but they don't EXPECT it.

Sue: For different groups, you may want to start career ed at different levels of the education system. For example, with PACIFIC ISLANDERS, you should start in the elementary school. With ASIAN AMERICANS, you should start later if absolutely necessary.

Lorna: DISAGREE. Career ed should start in Kindergarten for all persons.

Miniconference #174

MINORITY ORGANIZATIONS AND CAREER EDUCATION

June 11-12, 1981

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Issues Raised by Participants

1. How to expand existing programs (e.g., CETA, Job Corps, Indian Action, Head Start) into a coordinated career education effort.
2. How to acquaint and equip teachers with career ed competencies.
3. How to familiarize community resources with the potential of the Cherokee Nation and how we can work together.
4. How to help parents become interested and effective in helping their children move into post-secondary education.
5. How to help White teachers of Indian youth better understand Indian heritage.
6. How to overcome drug usage problems.
7. How to overcome alienation of counselors of Indian youth towards recognizing potential of these youth for going beyond high school.
8. How to focus career ed in ways consistent with economic development.
9. How to acquaint the community with career ed.
10. How to make career ed efforts effective in both the reservation and in the urban community setting.
11. How to expand career options for Indian youth.
12. How to combine training positions within Indian organizations with formal career training options.
13. How to introduce career awareness in elementary schools and preschool settings.
14. How to help Indian youth learn what occupations are available.
15. How to expand career options for Indian youth in ways that emphasize local markets.
16. How to acquaint Indian leadership persons with career education.
17. How to create and operate career assessment centers for Indian youth.
18. How to coordinate training, job development, and job placement operations.
19. How to insert career ed into Indian schools on a truly infused basis.

20. How to tie career development with Indian economic development.
21. How to include psychological and career help together.
22. How to deal with the "poverty of access" issue in Indian communities.
23. How to help Indian school boards see career ed in the context of curriculum development.
24. How to take advantage of career ed now that we can afford to have it, starting from a very beginning stage.
25. How to help Indian youth in career development in ways that overcome current peer social pressures.
26. How to provide career ed for exceptional Indian persons.

"Snapshot" Background Information Given By Participants

Marcus Hendricks

The Cherokee Nation in Oklahoma was developed after most Cherokee Indian persons were relocated from North Carolina and Georgia. There is an Eastern band still in North Carolina. Prior to Statehood in Oklahoma, the CHEROKEE NATION had its own capital and its own education system (with 60+ schools). After Statehood, these were lost. Six years ago, the Tribe regained its constitution and elected its Council. There are now about 43,000 Cherokee Indians in the 14 counties of Northeastern Oklahoma. It's now a Nation with:

- Enterprise Development, and
- Program Development.

This was made possible by the SELF DETERMINATION ACT of 1975 that allowed recognized Indian tribes to contract with the Federal Government. The CHEROKEE NATION now has a tribal organization with a philosophy of seeking competent professionals who can provide both expertise and services in multiple areas. MARCUS deals with the areas of:

- health,
- education,
- social services, and
- employment.

Connie Skanen

The NORTHWEST AFFILIATED TRIBES include:

- 23 Tribes from Washington,
- 2 from Montana,
- 4 from Oregon, and
- 3 from Idaho.

They became affiliated in order to form a coalition that would protect what they had. They did so by getting together in the late 1940s when both a constitution and a set of by-laws were developed. The NORTHWEST AFFILIATED TRIBES have a President, 3 Vice Presidents, and a Secretary, each elected for a 1 year term. As Executive Director, CONNIE tries to keep the membership informed. With a very limited budget (money comes from both individual and tribal membership fees) and a very large territory, this is a difficult task.

Mary Poppy

The INDIAN ACTION COUNCIL OF NORTHWESTERN CALIFORNIA, INC. is 10 years old. It has a preschool, a cadre of teachers, a 3,000 volume library of documents for use by educators and by researchers, and other means of helping its Indian tribes. The service area covered is three counties - primarily urban in nature. Most of the work takes place in Eureka, California. The COUNCIL is interested in both community services and in social services. MARY serves as a behavior modification expert for corporations of the Council.

Ken York

The MISSISSIPPI BAND OF CHOCTAW INDIANS consists of about 5,000 Choctaw Indians who still live in Mississippi. Years ago, the CHOCTAW NATION was formally moved by the Federal Government to Oklahoma, but our group chose to remain in Mississippi, our ancestral homeland. The CHOCTAW INDIANS are the only tribe recognized with their own mounds. When relocation of Indian tribes by the Federal Government began, the Choctaw Indians were the first to be relocated - they thought that, if the Choctaws, with their proud heritage, moved, the other tribes would follow. The MISSISSIPPI BAND OF CHOCTAW INDIANS elected to remain in Mississippi and dedicated themselves to remaining free to choose their own destiny. When the SELF DETERMINATION ACT was passed, the Band submitted documents to the Federal Government to be self sufficient. In terms of development, the CHOCTAWS rank with the Navajo Nation in terms of the completeness of systems within the reservation. The MISSISSIPPI BAND is now scattered in 6 counties. Ninety per cent still speak the native language. They have been negotiating with the Federal Government to get a bond issue for economic development - until doing so, this had never been done by any Indian tribe. They now have several contracts with private industry, including one with General Motors and another big

one with the American Greetings Cards Corporation. They did not have a high school until 1964. Yet, today, most are high school graduates with many being graduates from higher education. The Tribe has contracted with the Federal Government for a career ed program.

"Spud" Williams

The TANANA CHIEFS CONFERENCE is, in a sense, like a series of states. It is a very complicated system with one State organization, 12 Areas, each subdivided in two parts. Each of the sub-areas is further subdivided along many lines, making a total of 480 identifications in all. The business corporate identity is separated from the Tribal identity. They are located in the interior portion of Alaska in an area about the size of Texas. They now have community school boards which in the last six years have sprung up to replace the old State Operated Schools (SOS) system in Alaska. Actually, the TANANA CHIEFS CONFERENCES has been in existence for hundreds of years. They are now a recognized non-profit corporation. They try to encourage Native American Indians to become teachers and administrators in their system. They have started some career ed efforts, but this is very minimal at present. The CLAIMS ACT has opened up many career options for Indian persons in Alaska.

Emmett Whalen

The UNITED TRIBES OF KANSAS AND SOUTHEAST NEBRASKA is a private non-profit corporation that works with both Indian and non-Indian persons. Emmett was raised on the Pine Ridge Indian Reservation, where it was customary to strip Indian children of their identity by forcing them to all dress alike, to speak only in English (not in their Native tongue), and to first begin studying "Indians" in the 8th grade, where George Washington was pictured as "Father of our country" and Indians as "savages". Currently, most Indians who stay on the reservation can get jobs paying only the minimum wage, no matter what training program they've gone through on the reservation. Those who relocate to urban areas often find other big problems and eventually return to the reservation. EMMETT now works in Lincoln, Nebraska, as a Youth Coordinator. He has, in addition, formerly worked in the Nebraska Penitentiary in a religious role.

Issue: How to focus career education in ways consistent with economic development

Mary: I'm coming from an urban area where many Indian people live. It's currently a depressed area with the main industries being lumbering, fishing, and tourism. We're going to have to focus career education in ways consistent with our current economic conditions for our HIGH SCHOOL YOUTH. At the same time, we're going to have to focus career awareness for our ELEMENTARY SCHOOL YOUTH towards occupations projected - from research - to exist 10 years from now. We do have these occupational projections.

Spud: Most Indian programs are now in some stage of planning economic development over a 10-15 year period. You have to talk about keeping economic

development and career development together. It's going to have to be done differently in each community. When you get to an urban center, opportunities for career education of Indian youth is as good as for any other youth attending schools there. The problems for Indian youth are primarily in the reservation setting. Career development for Indian youth should be focused in line with economic development.

Marcus: If you have a land base with which to work, you have a means of economic development available. How to focus career ed in ways consistent with economic development policy means that you can't attract new industry without looking at what our labor force really is. We're trying to develop programs consistent with the local job market, which is easier said than done. We've trained a lot of kids, but we haven't done enough follow-up as yet.

It doesn't matter, in one sense, whether the youth becomes a janitor or management trainee. What does matter is that the individual be proud of himself/herself and the work that he/she does. We've been working with the Kettering Foundation on an economic development strategy. We're finding that, no matter how good the plan, Federal regulations can get in the way. There are many inconsistencies in Federal regulations. Each Tribe needs to establish its own priorities and its own plans. In the Indian world, it's easy to identify with the Tribal leadership BUT there are today many other positions also to be filled that deserve recognition and respect. Every job is important. We can't be satisfied only with what's currently available. Creativity and imagination need to come into our planning and strategies.

Spud: We take on our job with the TRIBAL NATION with the same degree of seriousness as is seen at the FEDERAL level. It is important to make career development consistent with real economic development.

Ken: One of the problems with economic development is politics, i.e., Indians youth who become too well-educated sometimes threaten the political leaders in the Indian community. At the local level the Tribal chief is, understandably, always forced to spend some time protecting himself.

Mary: You can't divorce career education from the research needed in economic development. It will be different for urban Indians than for those on reservations.

Connie: Economic development is a priority of the NORTHEAST AFFILIATED TRIBES in the sense of monitoring and protecting the natural resources but economic development isn't a big part of the total operation now on most of our reservations. On the Western Washington side of our operations, there are lots of tribes who have no land base.

Spud: Economic development isn't necessarily tied into having a land base. We believe in economic development whether it's tied to a land base or not. For example, in an urban setting, we can use stores for economic development.

Ken: There does need to be some economic development on the reservation because of the way money flows. If the reservation is to be improved, money must flow through the reservation 2-3 times. This calls for economic development on the reservation.

Spud: When we send our Indian people out to the outlying community, they do tend to come back with the money they've earned so I don't agree with Ken that economic development must take place on the reservation.

Spud: Almost all of the business organizations we've purchased are currently administered by non-Indian persons. Our task now is to develop career ed for our Indian youth so that, eventually, they can take on the top management jobs in these companies. This is SHORT-TERM ECONOMICS. Our LONG-RUN strategy will be to develop opportunities AT HOME to be filled by Indian persons.

Ken: We have a written economic development plan projected 5-10 years ahead. For example, we had a tourism emphasis built around the Natchez Trace - that one hasn't worked out for us yet. We operate strictly from written plans. When we bring an outfit like American Greeting Cards on to the reservation, it is with an understanding that, as soon as possible, top management decision-making positions will be filled and controlled by Indian persons.

Marcus: We're relatively more oriented toward getting industry to come into our reservation that will MAKE MONEY. To us, that takes priority over an immediate goal of filling all top management jobs with Indian persons. EVENTUALLY--since almost all persons living in our area are Indians--Indian persons WILL take over most top management jobs. We currently have several Indian persons with MBA, PhD, and MA degrees underemployed simply because they want to remain in our area. Where career ed comes in will be to make these persons more aware of career opportunities that can be appropriately made available to them.

Mary: We can't make an assumption that Indian youth will - or even will want to - remain in the local community. At the same time, we must begin our career education effort around reality in the local community NOW. WE find that, given their "druthers", most Indian youth would "druther" remain in the communities where they grow up.

Spud: AGREE. There is always a portion of the population who will be open to any move, but most will prefer to remain in their own community.

Marcus: In developing an economic plan, we have to see what's now present in our community. The question is, "IS THERE A MARKET FOR THE NEW INDUSTRIES WE ARE CONSIDERING?" We get answers to this question from a variety of sources, including the U.S. Department of Labor. For example, we are currently building a new hospital. It will start taking job applications next year. The jobs in this new hospital may be filled by Indian youth IF we can ready our youth for these jobs. What I'm trying to do is use what we have to prepare people for jobs we're developing in our own enterprise efforts.

Gene: It looks simple to me. If you have a hospital coming in, work with the BSA and the Girl Scouts to provide Indian youth with career awareness/ exploration opportunities on health careers - beginning with career awareness in the early elementary school grades. It's a "soft sell" approach that will work best here.

Spud: There are two phases that have to go together:

- planning for the industry to come in, and
- planning for persons to be prepared to fill jobs in the new industry .

Both will take many years to bring to reality. You can't always wait until you know for sure the industry will be coming before you start preparing persons to fill jobs in that industry.

Marcus: AGREE. We did prepare youth for the health occupations area even before we knew for sure the hospital would be built. Had the hospital not been built, those persons would have had to move elsewhere in order to find training-related jobs.

Ken: I run a vocational program. I'm always asked two questions:

- "are your graduates employed?"; and
- "are your graduates employed in an industry for which they were prepared?"

We generally find that if you wait 1-2 years after the person has graduated, we can answer both questions with a "YES".

Mary: We need to introduce careers to children in Grades K-3. By the time they're in Grades 7-8, they should have 2-3 possible career goals. In high school, they should prepare themselves to enter into one of these - even if it means going on to college in order to do so. I would like to see some specific vocational skill training given at the high school level. We must train Indian youth to fit into their own local communities.

Ken: DISAGREE, IN PART, WITH MARY. The 10 career ed skills of general employability are FULLY as important for Indian youth as are any of the specific vocational training programs.

Spud: AGREE. I want to be sure we don't steer too many Indian youth into vocational education.

Marcus: To do the kind of career ed our youth need won't be easy. If all we do is hold a career day 1-2 times a year, it won't help much.

Ken: I have written a paper on the importance of putting in small businesses at the same time we bring in 1 - 2 large industries on our reservations. We

can't afford to put all our economic development "eggs" into 1-2 large industries which, if they failed, would leave most of our people unemployed.

Mary: There are few, if any, reservations where individuals don't usually own the small businesses operating there. Typically, the small businesses are actually owned by the Tribe, not by the person running them.

Spud: AGREE. It's, in effect, a kind of "forced socialism". This hasn't been all bad. Many people working these tribal businesses have eventually learned enough to leave and open up their own small business elsewhere.

Emmett: AGREE. For example, I operated a gas station on the reservation but couldn't buy it because I was born off the reservation, in spite of the fact that a White man could buy it.

Issue: How to help parents become interested and effective in helping their children move into post-secondary education.

Connie: The reason I raised this is that I've seen a lot of kids not interested in learning anything. They're just passing from day to day. I want to see kids interested in LEARNING - the way parents got me interested in LEARNING. On many reservations, there is no longer an integrated community concerned with helping all youth LEARN. The family - and the extended family - is no longer part of the lifestyle on many reservations. We need to get back to a stronger family structure. There's not enough parental pride in their children or in themselves.

Mary: AGREE. Very few parents are interested in supporting the schools and emphasizing to their children the importance of education.

Spud: Within the Indian community, most parents, at the time of critical career selection during the high school age years, don't have a chance to be influential with their children because their children have been sent off to boarding schools. Now that more Indian youth are staying home through high school, we need a big parent education program. It's going to be tough because the parents themselves never had the experience of living at home during the high school years. Further problems can be expected because many Indian youth today have 2 - 3 times as much education as did their parents - thus making communication between parent and child even more difficult.

Connie: Part of the problem is the way in which American History is taught, i.e., as though George Washington was "Father of our country" and Indians were "savages"! Some Indian persons don't understand the importance of INDIAN HERITAGE. This has disintegrated a lot of Tribal identity and in turn has caused some parents to be less interested in career decisions being made by their children.

Marcus: We have a related situation in Oklahoma. A contributing factor is that rural schools typically go only to the 8th grade. After that, Indian youth are bussed into town to attend junior and senior high school. It's at that point in time when Indian students tend to drop out. Some can't even

participate in sports because they have to catch the school bus back home. In addition, with most of the parents not being high school graduates themselves, this, too, adds to chances of having Indian youth who fail to finish high school.

Ken: The problem isn't as great where we are. About 10 years ago, the Tribe decided to allow adults to take on youth who were without families and treat those youth as their own. The adoptions are now within the Tribe. Part of the reason we didn't have these problems is because we have so much PRIDE. It's a PEOPLE CONCERNED ABOUT THEIR OWN PEOPLE kind of thing that is involved here. What the Indian community needs is a program that would instill PRIDE in the family.

Mary: Ken is describing a most unusual situation. People generally just don't do that anymore. Economics is involved here. People have to move away from their homes to go where the jobs are. We have tried establishing Parent Advisory Groups in our community, but it didn't work well. Our parents are TIRED at night and, when they don't have MONEY in addition, they simply don't have time to become much concerned about career choices of their children.

Emmett: Most of our Indians are now called "White Indians" because they have as little as 1/16th Indian blood. In Lincoln, Nebraska, where I served as YOUTH COUNSELOR, I revised the BSA Handbook and called it the "INTER-TRIBAL YOUTH SOCIETY" - after our kids took it home, we got big parent attendance. In terms of youth career choices, we usually let the kids do this mostly without parent involvement. When we do so, parents tend to come inquire about what we're doing to influence career decisions of THEIR children. We have found that, the more we do on helping Indian youth consider career decisions, the more the parents come around to find out exactly what we're doing. THIS IS ONE WAY OF GETTING PARENTS INVOLVED.

Ken: Kids need some kind of adult support system, whether that adult is a parent or some other person.

Spud: Some of the corporations in our community are taking over career development with Indian youth. The kids can have PRIDE in the corporation even if they don't have pride in the Tribe. If the kid identified with the corporation, he has SOME source of pride.

Emmett: We started the first INDIAN OPTIMIST CLUB in the world. We didn't make career development for youth a part of our activity, but we could have.

Spud: The typical Indian community doesn't have the usual kinds of service clubs - e.g., Rotary, Kiwanis, Lions, Optimist. These communities used to have some kind of male service clubs, but most of them have disappeared now.

Emmett: We also had the first "BUFFALO CHIP CONTEST" to help raise funds for Indian youth. The 6 Youth Counselors involved were funded by the Alcohol Program to help kids. That's where this kind of initiative came from.

Marcus: The only program that really REQUIRES parent involvement is Head Start. It's been very successful. We had almost every parent show up at our parent banquet.

Mary: We've tried a lot of things. For example, we had a Saturday movie scheduled for parents and their children, but only 5 parents showed up. That's more due to the fact that they are URBAN persons rather than lack of PRIDE in the Tribe.

Marcus: We DO need to do more on TRIBAL IDENTITY. We need to do this in terms of past tense, present tense, and future tense. Too often, we emphasize only the past tense, and that isn't enough.

Issue: How to establish and operate career assessment centers for Indian youth

Ken: Indian students don't have adequate information about careers and labor markets. I don't know whether we're talking about one center nationwide or a series of centers around the nation. The National Center for Research in Vocational Education at Ohio State U. has very little on Native American Indians. I think we're talking about establishment of a new NATIONAL CAREER ASSESSMENT CENTER FOR NATIVE AMERICAN INDIAN YOUTH AND ADULTS.

Marcus: I think that's an excellent idea. From what Emmett said yesterday about his experiences in Lincoln, I think we have the potential of developing a youth career assessment center near our tribal headquarters. My thinking would be to put together a COMMUNITY RESOURCE CENTER having information from all local businesses and industries who hire our people. For each, it would describe what the company is and the products it produces. The Center should then work with the community itself - including City Government and Chambers of Commerce - to meet with the youth. One of the things it could do would be to arrange for student field trips to actual job sites. Crisis intervention counseling could also be a part of this.

Ken: If you had a local center, as opposed to a national center, where would you get the information, and how would it be translated into the appropriate Native language?

Marcus: I'm thinking about a Youth Policy for the Cherokee Nation. The social service programs administered by BIA have the potential for meeting youth needs in many areas. If I did this, I'd need a place to put it. It doesn't have a pronounced career ed emphasis in the BIA social service program at present.

Spud: There is a section of the BIA social services program in adult job training that applies. You would have to have career ed in there to help youth relate to careers. There is a small component in the BIA program now. There's a difference in career counseling needs in rural vs. urban Alaska. It's really the "center" concept, but it doesn't yet extend in the outreach way that is needed.

Spud: BIA money for adult voc ed - including career counseling - is currently in the block grant concept. We could do it with those funds. If tribal input really taken, we could use some of our block grant funds for this.

Connie: The concept of a National Resource Center doesn't appeal to me. We're within 40 miles from the U. of Idaho Placement Center - an organization that could identify possible careers for our students. We have 5 universities within 100 miles of our community that could be utilized to talk to elementary and secondary school students about careers. I haven't done anything about this yet. Coeur d'Alene Tribe has its own grade school. The Principal of that school is aware of the need to bring in outside resources. It would be inappropriate for me to relate with this school - for political reasons. I could do it in some tribal schools but not in others.

Marcus: That doesn't apply to us. We relate to schools very easily. We provide many schools with resource materials on what the tribe is trying to do. We've just completed a "PRINCIPALS IN TRAINING" program to help principals become better acquainted with Indian youth in their school systems. We've also been involved in bilingual ed in efforts that could be translated into career education.

Emmett: To have a CAREER ASSESSMENT CENTER, a separate package would have to be designed for each Tribe. It wouldn't work as a single National model.

Connie: AGREE. It should be part of those materials put with the Tribal Planners and the Tribal Council. Most Tribes now have Tribal Planners.

Spud: Most large tribal groups have either a "planning function" or a "grants function" - or both.

Marcus: We're moving in this direction now with our upcoming June planning conference. We're going to take some ideas and develop them into concrete plans of action.

John: Marcus' planning conference will be an opportunity to put a career ed emphasis into the whole K-12 school systems in the Cherokee Nation region. A career ed emphasis will be one of several to be included in this conference.

Emmett: The reason a separate package is needed for each Tribe is that there is still in-fighting going on within various Indian tribes. They haven't stopped "warring" with each other yet.

Ken: I wouldn't think of a NATIONAL CAREER ASSESSMENT CENTER as a place that develops packages with national applicability. Rather, it should be a place where various Tribes could come to get the resource materials necessary to develop their own custom-made packages for use in their local tribal setting.

Marcus: A few years ago, several projects were funded under the ETHNIC

HERITAGE PROGRAM - but many didn't get funded long enough to do very much. These kinds of grants can't be completed on a 1 year time frame. There still is the ETHNIC RESOURCE INFORMATION CENTER in NIE. It's in existence and ready to help.

Spud: When you're talking about a "resource center" I hope you're talking about a LEARNING Center - not just a standard MEDIA Center. What's needed is information CULTURALLY APPROPRIATE for Native American Indian youth. For example, if the health field is involved, show Indian hospitals, Indian doctors, etc. There has to be some kind of RSVP follow-through if this concept is going to fly.

Issue: How to help Indian youth in career development in ways that overcome current peer pressures

Emmett: Kids learn by watching their parents. Peer pressure comes in many places among adults as well as among youth in Indian communities. There are "ring leaders" in every youth group. In our program in Lincoln, we tried to identify these "ring leaders" and teach them in a positive way to think about how they can do better. Usually this results in formation of some kind of more formal youth group whose President is someone other than the "ring leader" but with the "ring leader" continuing in some capacity such as "Sargent-at-Arms". Peer pressure is a bigger thing for Indian youth on reservations - primarily because, on the reservation, there's no socially acceptable place for kids to just "hang out".

Connie: AGREE. It is a problem in the rural community where no formal youth centers exist. The kids have nothing to do, so they have to find things to do. It's a local problem that is a real handicap and hardship in the rural community.

Mary: The peer pressure problem is no more serious for Indian youth than for any other youth group.

EMMETT: DISAGREE. Other kids belong to things like BSA, 4-H. Indian kids don't have such clubs or organizations available to them that are appropriate. For example, the 4-H program is based on non-Indian concepts.

Spud: Peer pressure in a small community is greater than in urban communities. The importance of peer pressure varies with the amount of interest adult community leaders take in their youth. The MINORITY STIGMA makes peer pressures greater for Indian youth than for some others in society.

Ken: I've experienced the peer pressure problem in both rural and urban settings. The peer problem stems from implications of the concept of ACHIEVEMENT. There's a psychological conditioning in the Indian community that says if you strive too much for "achievement", you're less of an Indian and more like a White man. Peer pressure keeps many students from wanting to achieve.

Marcus: I think that same problem exists in any minority community. It's

no more serious among Indian youth than in any other minority group.

Ken: DISAGREE. I think Indian youth have more trouble with the "ACHIEVEMENT SYNDROME" than do other kinds of minority youth.

Spud: The Indian youth can only see himself defeated on TV so many times before he develops a negative self-concept.

Connie: On our reservation, there's been a high suicide rate among our young people. They see nothing ahead for them and as a result, take their own lives.

Mary: The highest suicide rates in the Nation are among youth ages 11-21. It's not just Indians who have this kind of difficulty.

Connie: DISAGREE. We're only 1% of the population of the U.S.A., but have 15% of the suicides.

Spud: The suicide rate among Indian youth in Alaska is about 500 times higher than the national average. I agree with Connie.

Ken: The "NON-ACHIEVEMENT SYNDROME" for Indian youth begins at a very early age.

Spud: The definition in Alaska of an "Indian Leader" is a "A PERSON WHO DOESN'T KNOW IF HE'S BEING FOLLOWED OR CHASED"!

Mary: I'm bi-cultural. When I go home at night, I'm a CHEROKEE INDIAN. In my professional career, I'm a professional person. At home, I'm CHEROKEE above AMERICAN. The law passed in 1924 didn't make us more loyal to the U.S.A. We've got to instill in Indian youth that this is the way it is, and here's how to overcome it.

Spud: There's a subtle difference between "ACHIEVEMENT" and how one PROJECTS achievement. Much of what we're talking about here is the "SHOW OFF" - not necessarily the "ACHIEVER". Achievement isn't bad. It's how some PROJECT it that's wrong. The implications of the clash between the 2 cultures is making it more serious now, i.e., it's resulting in a GENERALIZED attitude that "to achieve is BAD".

Connie: An "A" student in the White society can join the "Honor Society" in his/her school. On the reservations, there are typically "honor societies" in existence. If I were on the Yakima reservation where everything is handed down by word of mouth and then was sent to a white school where I had to learn to write, there would be a cultural difference.

Mary: The PURE "Indian culture" disappeared over 200 years ago. We're going to have to become bi-cultural to survive.

Spud: AGREE.

EMMETT: I agree we don't have a "PURE" culture anymore but if you look at Indian religion, you can lead a full and happy life without seeking material things. If you're not tuned into the Indian religion, then you have no choice but to become bi-cultural.

Marcus: I've seen in the Job Corps program where Indians from different tribes come together in small groups. There's tremendous pressure for the student who wants to ACHIEVE to reconsider because his PRIMARY pressure is to be ACCEPTED by his group.

Spud: To implement an idea takes at least 2 years. The ideas have to come up from those who one intends to serve.

Advice For The Division of Career Education

Marcus: There needs to be a better definition of how career ed can work in rural as well as in urban settings. Funding based only on student enrollment figures will hurt rural schools. So would loss of school lunch programs. Rural institutions are different and so rural initiatives need to be different from urban ones.

Connie: I agree with Marcus. More emphasis is needed on rural tribal people. It's necessary to make students aware of the fact that there IS freedom of choice.

Ken: In developing rules and regulations, OCE should allow tribes to develop their own career ed programs. Eliminate any Federal directives. Allow each tribe to make its own mistakes and learn from them. Tribal governments know what kinds of things they need.

Spud: We need some kind of program specifically for Indian people which is appropriately culturally oriented. In rural Alaska, career examples aren't clearly in sight in most of the small communities there. Some type of system needs to be developed to provide these examples. This will cost money.

Emmett: There ought to be career ed miniconferences set up for Indian youth themselves. OCE should listen to Indian kids themselves. There is an annual National Indian Youth Conference held annually. OCE should attend that conference.

Miniconference #175

MINORITY ORGANIZATIONS AND CAREER EDUCATION

June 18-19, 1981

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Issues Raised by Participants

1. How to help trained persons on the reservation use their career skills on/off the reservation.
2. How to encourage parents to help their children maximize their career development.
3. How to overcome geographic barriers to employment facing Indian persons.
4. How to involve Indian Youth Councils nationally in career education.
5. How to involve Cherokee Nation staff persons in career education implementation efforts.
6. How to expose Indian youth to a broader set of career opportunities.
7. How a small tribal organization could obtain a career ed person without following BIA rules and regulations.
8. How to expand career training opportunities for Indian persons in small inter-tribal organizations.
9. How to establish and operate a voc ed program that will meet the needs of Indian youth.
10. How to help Indian parents encourage their children to choose a CAREER - not just look for a JOB.
11. How to overcome discrimination in employment for Indian persons.
12. How to help Indian youth overcome cultural barriers in the workplace related to productivity.
13. How to help Indian persons in career development who want only part-time jobs.
14. How to help Indian persons in career development in areas of high unemployment.
15. How to encourage career preparation programs on the reservations themselves.
16. How to provide training programs for jobs that are growing rather than declining.
17. How to get more support from unions in career ed for Indian persons.
18. How to increase scholarship opportunities for Indian youth.
19. How to overcome problems of rapid turnover of job counselors for Indian persons.

20. How to get Indian input into state planning for vocational education.
21. How to make career ed a higher priority.
22. How to make an entrepreneurial ed emphasis a part of career education.
23. How to help Indian persons discover what they really want to do in their careers.
24. How to tie Talent Search, Title IV of Indian Education Act, and CETA into career ed.
25. How to overcome illiteracy problems among Indian persons.
26. How to get counselors more involved in career ed.
27. How to increase participation of parents from rural communities.

"Snapshot" Background Information Given By Participants

Lupe Salazar

- The EIGHT NORTHERN INDIAN PUEBLOS COUNCIL represents 8 different pueblos located in Northern New Mexico.
- As Head Counselor, Lupe travels to and/or works with each of the 8 pueblos helping Indian persons with voc ed and career and employment problems.

Joe Byrd

- Career Ed is really just now beginning for the Cherokee Nation.
- Early efforts found difficulty getting teachers to infuse career ed into regular classrooms. As a result, Joe has been assigned to teach career ed courses at the junior high school level.
- Many parents still don't understand what career education is.
- Joe's job is Career Ed Coordinator for the Cherokee Nation.

Bill Chrismon

- "ITC" stands for INTER TRIBAL COUNCIL, INC. This is an organization incorporated in 1967 consisting of 8 Indian tribes. At first, it served all 8 tribes. Now it serves as an umbrella organization with each tribe having its own organization within ITC.
- ITC has 4 programs operating under BIA plus such other programs as CETA, Alcohol Rehabilitation, etc.
- Dedicated to helping ALL Indian persons - youth and adults - in Ottawa County - only one county in Northern Oklahoma.
- There is an executive director for ITC.

Betty Pilling

- The WESTERN WASHINGTON INDIAN EMPLOYMENT AND TRAINING PROGRAM is a CETA prime sponsor.
- There are 9 Indian CETA prime sponsors in the State of Washington.
- There are a total of 19 tribal councils in Betty's service area.
- With approximately 15,000 persons involved, 1/2 are 14 or older, 60% are unemployed, and half of the unemployed are in the 14-21 age group.
- The military contracts are currently creating many new job openings in Washington.
- Betty's job is TRAINING COORDINATOR.

Edith Cusak

- The SMALL TRIBES ORGANIZATION OF WESTERN WASHINGTON involves 14 tribes. Edith is from one of these tribes located in the peninsula - only access to Seattle/Tacoma area is by ferry boat.
- Edith's position is JOB DEVELOPER and Chairperson of the Title IV Johnson-O'Malley program. There is a good parent program within Johnson-O'Malley.
- Edith has helped many Indian youth get either a GED or a high school diploma.

Jan Lowery

- North Carolina has the most Indian tribes of any State east of the Mississippi.
- There are about 50,000 Indian persons in North Carolina - they do not live on reservations. These persons belong to 4 non-Federally recognized Indian tribes with the LUMBEEES being the largest (they have about 40,000).
- Jan's position is EDUCATION SPECIALIST, North Carolina Commission of Indian Affairs.

Discussion of Issues

Issue: How to encourage parents to help their children maximize their career development

Lupe: Parents aren't generally aware of the various kinds of career opportunities that are available for their children. This, in turn, makes youth neither concerned about nor interested in their own career decisions. If parents were to become more knowledgeable and involved, the youth would,

then, become more interested.

Bill: AGREE that there is, generally, a lack of parental concern. If the youth can go out and make \$3.25 an hour on any job, many parents are satisfied. Some Indian parents know no other Indian who's ever been a professional person. Our job is to help parents of Indian youth set higher goals - including career goals - for their children.

Jan: If you're dealing with a parent who can't read, communication is a problem. We're currently working on helping our Indian parents learn to increase their oral communication skills. If parents can neither read nor write - or overcome their fear of leaving their homes to attend meetings - how can they possibly learn enough about careers to be helpful to their children in career planning and decision-making?

Joe: In our area, it's much more of a lack of KNOWLEDGE than it is a lack of INTEREST. We did have some parent career education committees. The operational problem we faced was, in part, simply that we had too many parent committees, and our parents couldn't handle being on so many all at the same time.

Edith: We've been successful in getting some parents of Indian youth involved in career planning. Remember, some of the career choices available to Indian youth today weren't ever available to the parents of these youth when the parents were young. The parents, thus, tend to feel uncomfortable about discussing new kinds of careers with their children.

Lupe: One reason why parents often aren't much concerned about careers is that many of them feel dependent on currently existing federal job assistance programs - such as CETA. They tend to assume that some such program will be available FOREVER. Thus, they feel no need to worry about career choices. We try to encourage them to attend schools and obtain vocational training, but it's not always successful.

Betty: Many parents have had very negative experiences with the education system. For example, the grandparents, when they went through Indian boarding schools, were often mistreated - forced to speak only English, to wear the same kinds of clothes as all other students, etc. - thus creating very negative attitudes toward the education system which have carried over to the succeeding generation. Many Indians are fearful of professional people. Many feel inadequately prepared to talk with teachers. Even when Indian parents try to relate to teachers, they're often rejected and turned away by those teachers. Maybe what we need is some kind of NEUTRAL ZONE - neither the school nor the reservation - in which parents of Indian youth and teachers can meet.

Betty: The Dept. of Education's Office of Indian Education has done a lot of things to get sensitivity training for teachers of Indian youth - but much more remains to be done.

Jan: We have one or more Indian students in almost every county in North Carolina. Yet, North Carolina teachers aren't required to take any course in Indian culture. We're hoping to change that.

Joe: If, in the Cherokee Nation, we took our career services to parents, most of them would cooperate. A lot has to do with who's making the presentation. It makes a lot of difference if it's an Indian person who is making the presentation.

Jan: AGREE. We had a very effective Right to Read program that involved Indian professionals coming in to work with Indian persons. Our teachers and staff were all Indian persons. This has helped to build trust which, in the past, simply wasn't there. Part of the distrust stems simply from the fact that federal programs tend to be here one year and gone the next. Indian persons can't depend on federal programs for multi-year operations. I've seen some really good federal programs for Indians not be re-funded - without anyone from Washington, D.C. ever coming down to see for themselves whether or not the program is working.

Lupe: We could set up career workshops for parents in the pueblos. It might work, but that isn't for sure.

Jan: AGREE. If it were to work, you would have to start it by offering the parents some clear inducements to come - such as coffee and donuts - or some kind of entertainment. They won't generally come if you were to simply announce that you were starting a "careers workshop".

Edith: We operate a summer school in which we try to get as many parents as possible employed in positions such as Teacher Aide. We find that, if we have parents actually working in our school system - either as a paid or as a volunteer worker. Such parents tend to be willing to come listen to topics we want to discuss with them during special programs. Our "parent volunteer" program has been successful. But it's better if we can pay parents for the work they do. We find we do better in seeking parent involvement if we concentrate on young parents of elementary school age children. Such parents tend to be more willing to come to the school for programs we put on. When we can get them involved, this has carry-over value.

Jan: Right now, the local university in our area - Penbrook University - is becoming more involved in working with the Indian community on making sure Indian youth are aware of higher education opportunities. However, the "pitch" is typically just "higher education" - not "careers toward which higher education can lead".

Edith: We're finding now more and more Indian persons who have graduated from universities. Such persons can both be good career role models for other Indian persons and, additionally, actually use their skills in helping Indian persons in the community.

Betty: The general problem of apparent lack of concern and/or interest in career choices stems, in good part, from problems of self-image. Many Indian persons have super low career aspirations as a result.

Edith: DISAGREE. Those Indian persons with more education also tend to have higher career aspirations. They go hand in hand.

Question: What would have helped YOUR career development when you were young?

Lupe: I think part of the problem is the lack of good counselors. We had only one high school counselor for 400 students. He was always busy. I went to school like everyone else-- uninformed about a broad range of career options and thinking that being a secretary would be a "good" career. After high school, I went to a vocational school where I was able to learn about many other kinds of careers. It was there that I finally made the decision to attend college.

Jan: In my high school, we had 1 counselor for 450 students. My counselor called me in and asked, "Are you planning to go to college?", not "What kind of career are you considering?" Partly because many of my friends were going to college - and I didn't want to be away from them - I decided to also attend college. The advice my counselor provided was about educational requirements but NOT about careers. There were no members of my family with M.A. or doctoral degrees, thus making no family role models to encourage me to go further in college. In general, things are better for Indian youth than they were when I was in high school only a relatively few years ago. For example, in Title IV-B of the INDIAN EDUCATION ACT, career awareness is currently about 1/2 of the curriculum (the other 1/2 being cultural awareness) in our pre-school program. In addition, our TALENT SEARCH program does a lot in career awareness/career exploration - including involving parents in filling out financial aid forms. Further, in TITLE IV-A, we have parent advisory committees.

Betty: The U.S. Dept. of Education's Division of Career Education should be linking more closely with those working with Titles IV-A, IV-B, and IV-C of the Indian Education Act. That would be the best approach to use in getting effective career education for Indian youth.

Jerry: Career awareness/exploration is fundable under Title IV, but such funding must be based on data from local needs assessments making it clear that these kinds of help are needed.

Joe: While my parents were very limited in terms of their knowledge of a wide variety of careers they could tell me about, this, in no way, kept them from stressing the importance of education to me. As a result, out of about 20 8th grade full-blooded Indian boys, I was the only one to go to high school. The major problem is one of making the transition from elementary school to high school. The elementary school consists of Indian youth. In the high schools, Indian youth are a very small minority of the school population; consequently, the competition becomes very keen.

Jan: AGREE. The transition problem Joe is talking about here applies also to adults in some of our Adult Basic Ed programs. We hope to see these adults transfer to community college setting.

Edith: One of the problems we've had is not having many - or often any - Indian counselors. As a result, while we've been minimally successful in getting some career awareness activities in our junior high schools, we haven't been able to go below that level. Indian counselors CAN relate better

with Indian youth than can non-Indian persons.

Betty: In our area, we had a career oriented INDIAN YOUTH CONFERENCE last spring called "Indian Youth In The 80's". This conference emphasized careers Indian youth should consider entering. All of the money for this event was raised by our INDIAN YOUTH CLUBS. Some excellent career role models were present at this conference.

Joe: AGREE that the INDIAN YOUTH CONFERENCES held around the Nation are tremendous opportunities for Indian youth to learn about careers - as well as about Indian culture.

Jan: It would be very wise for the U.S. Department of Education's Division of Career Ed to work with existing INDIAN YOUTH COUNCILS.

Joe: True, there is only a very small percent of Indian youth who qualify for attendance at the INDIAN YOUTH COUNCIL conferences. These youth, however, when they return, can serve as both role models and as information sources for other Indian youth.

Betty: When I was in high school, counselors told boys to become "engineers" and girls to become "teachers". As a result, I became a teacher of art. When I discovered jobs were scarce in that area, I was immediately faced with problems of alternative career decisions.

Issue: How to overcome geographic barriers to employment facing Indian persons

Lupe: If more Indian persons could be employed on reservations, it wouldn't be such a problem. Currently, most of the administrators on/off reservations are non-Indians. This is because qualified Indian persons haven't, to date, been available. Thus, most of the Indians living in the pueblo either have to leave there to find work or stay on the reservation and go into such Federal programs as CETA.

Betty: We need to think about creating small businesses in the Indian community to be run by Indian persons. We need to see the money from such small businesses recycled back into the local community - which can happen only if the owners are, themselves, community residents. We're currently collecting information about entrepreneurship for distribution. This is a topic that seems to be slow in getting across. I don't know why. Maybe it's just a matter of lack of confidence among Indian persons that they would be successful if they ran their own small business.

Lupe: The majority of land in New Mexico is Indian-owned, but a majority of businesses are non-Indian owned. Currently, I see no real strong efforts to change this. It's partly because of fear and partly because of lack of confidence on the part of Indian persons.

Betty: There's one tribe in our consortium which does have a store, a trailer rental area, and a gas station owned by the tribe. The profits from these businesses go into tribal activities.

Edith: I reside in a non-reservation setting on the Olympic peninsula, a pretty isolated area. Most of our youth have to leave the area both for school and for employment. It's impossible to commute from where we live. It makes a problem.

Betty: We could - and should - see more job development activity taking place within the Indian community itself.

Edith: In my area, most of the employees are non-Indian persons.

Betty: For one tribe I know, it's 60 miles one way to the nearest vocational training program. We're so "extended family" oriented that the tendency is to return to the home setting. We need to find advocates/friends/relatives in the new area if our people are to "make it" there on a permanent basis. Perhaps some of kind of "adopted family" arrangement would be helpful for Indian youth to have. Another idea would be to have videotapes available on various careers to show Indian youth in the communities where they live. So far, these videotapes we have are primarily ones supplied by community colleges as recruiting devices.

Edith: I know of one commercial outfit that charges \$5,000 to come in and show videotapes on various careers. It simply costs too much. We are still faced with a situation where most Indian youth stay in their local communities and take whatever jobs they can find there. The "geographic barriers", for Indian youth, are primarily restrictions in freedom of career choice brought about by the very limited variety of careers available in the local communities where they grow up.

Issue: How to provide training for jobs that are growing rather than declining

Betty: Our State Employment Security Office is collecting all kinds of statistics about where the new jobs are going to be during the next 10 years in various parts of the State. Indian persons in these communities might care about these kinds of data if they can be helped to understand the statistics. In the way these statistics are currently being put together, almost no one can understand them!

Jan: Campbell Soup Company came into our area to build a big new plant. They have, to date, hired only a few local persons. Instead, they import workers from other places. To turn that around so that more jobs would be available to Indian youth in the Campbell Soup plant would be very hard to do right now.

Betty: Maybe this is where something like the targeted job tax credit bill provisions should be used.

Jan: It's highly unlikely that I could get a job in personnel at Campbell Soups - in spite of my B.A. degree in Psychology. So far, I can't even get the security guards to let me in through the gate!

Cathy: Let me give you a different example. IBM is opening up a new plant in the Tucson area. We've already got them talked into sponsoring an ADOPT-A-SCHOOL program. Why couldn't you do this with Campbell Soup in North Carolina?

Walt: If I were in North Carolina with Campbell Soups coming in, I'd go to the local Chamber of Commerce and see if they could help establish an education/work partnership between the school system and the Campbell Soup Company. Some of the key executives from Campbell Soup are bound to join that local Chamber of Commerce.

Gene: One of the things I would do is see if there is prejudice against hiring Indian persons. If prejudice doesn't exist, we could do alot of things.

Lupe: In my area, our main employer is the Los Alamos Scientific Laboratory. We've formed a committee with them that meets monthly. We review applications of Indian persons who want to work there. If the Lab doesn't hire persons we recommend to them, we then ask why. And, so far at least, they've been very good at following up on such persons and getting answers back to us. Another thing we do is to conduct workshops for Indian persons on such things, for both youth and adults, as:

- job interviewing, and
- resume writing.

In effect, we're SCREENING possible applicants for the Lab, thus HELPING THEM DO THEIR JOB BETTER. As a result, we also find they're willing to provide mock job interview conditions for our students.

Joe: Our approach is one of trying to be independent in terms of emphasizing tribal-owned businesses, in order that Indian youth can become employees of the tribe itself. We need Indian youth to come into these jobs so that the tribal industries can grow and prosper.

Betty: AGREE. We use that same rationale in some fisheries owned and operated by our Indian tribes. We concentrate on training Indian youth to become productive workers in these businesses.

Betty: The EEOC offices are currently funding TRIBAL EMPLOYMENT RIGHTS OFFICERS (TEROs). Tribal reservations are off limits to EEOC - i.e. discrimination can exist in employment on reservations. TERO persons are Indians. They are trained in EEO issues and they act as, in effect, EEO persons on the reservations. The TERO rep is being encouraged to approach employers on the reservation in order to encourage them to have a certain percent of Indians employed on the reservation. Because the employer located on a reservation pays no tax on his business, it's to their advantage to pay attention to the TERO efforts here.

Bill: We're not on a reservation. Our problem is that our kids have not been trained to fill the jobs in our community. Jobs ARE there. Our kids aren't resistant to moving from the local community to where the good jobs are.

This may be due to the fact that we live in a non-reservation setting. The only problem we find with job training is that some Indian youth tend to take a few days off every once in a while, and, as a result, they wind up not having completed the "right number of hours" of vocational training and so are declared as "not completing" and asked to take the whole course over again. That's a problem we're not over yet. To get over this, we really need Indian counselors to work with Indian youth. If we could have this, the youth would still take off days when appropriate, but the counselors would help them arrange such days so as to make them acceptable to the training institution. Sometimes, the Indian religion enters in and has to be accounted for here.

Background on United Tribes Educational Technical Center (UTETC) of North Dakota - Jim Davis (joined 6/19)

- United Tribes of North Dakota operates a vocational technical center. Thirteen years ago, our Board of Directors looked to a population of undereducated (Average Grade 10, unskilled, and unemployable Indian persons (Average Age 22, most with families, many with social as well as career needs) and decided to open a center to help them.
- The Board of Directors is composed of the five Tribal Chairmen, one other councilman from each of the five reservations plus UTETC offers fourteen different voc ed training programs under contract with BIA and the Office of Education (ED). The contract calls for both husband and wife to enroll in a vocational training program - with child care center facilities available for their children.
- We also have an adult ed program and a GED program. Our curriculum for GED has been disseminated throughout the Nation.
- We currently operate on an open entry/open exit system where we admit and graduate students each month. We are planning to change this so admission and graduation will be done on a quarterly, rather than on a monthly basis.
- Our voc ed training programs vary in length from 6 to 12 months.
- Most of our students don't have much career information prior to coming to us. BIA recruits students for us. We do not, as a rule, have students exposed to a comprehensive K-12 career ed effort prior to the time they enter UTETC.
- UTETC has, over the years, offered technical training to 40 different Indian Tribes.

Issue: How to increase scholarships for Indian youth

Betty: There are a lot of super Indian students who need RECOGNITION and ENCOURAGEMENT to continue their education. Funds - other than CETA - are

badly needed to make this happen. The backing we now get from those scholarship-sponsoring groups now available to us is great, very valuable. For example, I had a KIWANIS scholarship - and Kiwanis members helped me greatly. MUCH MORE OF THIS KIND OF THING IS NEEDED.

Lupe: We don't have many problems so far as scholarships are concerned. We have the Employment Assistance Program and the BIA assistance that provide financial assistance for vocational training. In addition, the ALL INDIAN PUEBLO COUNCIL has funds for scholarships both for colleges and for vocational post-secondary. It's not a real problem for us, but should any of these programs get cut, we'll be hurting.

Jan: We're a non-reservation tribe. So we have:

- BEOG National Student Direct Loans,
- Pell grants, and
- CETA - i.e., the SAME kinds of grants as are available for non-Indians. Funds can be found in our area for those who seek post-secondary vocational training.

Betty: The point I'm trying to make is the need for SPECIAL RECOGNITION of Indian kids with real leadership potential. You can't let "BEOG" be a part of your resume, but you can list "SPECIAL RECOGNITION AWARD". I'd like to see local sponsoring groups for this kind of thing.

Jan: There's also a question of paying attention to the problem of making sure that scholarships are available close to home. It won't do much good to send a youth off to a university in another State only to find him/her coming back at Christmas time.

Betty: The award banquet/recognition thing is fully as important as the scholarship itself. These youth need to feel worthwhile.

Joe: Our tribe has academic scholarships and the kinds of recognition/award ceremonies Betty is talking about. We have special scholarships available from the University of Oklahoma for a number of occupational areas. An example is the FIRST AMERICANS - TOMORROW'S ENGINEERS (FATE) program.

Jim: In North Dakota, we have scholarships for Indian persons interested in either 4 year colleges or vocational institutions. These scholarships are a result of special appropriations made by the State legislature. These are specifically earmarked for Indian youth and the youth must attend school in this state.

Jan: The North Carolina legislature has about \$1.0 million appropriated for scholarships for either BLACK or WHITE kids, but not for Indian youth. I could go to an all Black university, be called a "minority person", and get my expenses paid, but not if I went to the University of North Carolina at Chapel Hill, an essentially all-white institution.

Betty: The COMPETITIVE SPIRIT isn't encouraged, which tends to make identification of leadership qualities among Indian youth more difficult.

Jan: DISAGREE. Our Youth Conference recently ran a workshop on ASSERTIVENESS TRAINING. We also had a LEADERSHIP workshop. Both of these kinds of things encourage competitiveness for Indian youth.

Joe: AGREE WITH JAN. Our Youth Conferences always emphasize LEADERSHIP and COMPETITIVENESS.

Betty: BUT that's with an all Indian group. It wouldn't be true in a predominantly White school where Indian youth were a distinct minority.

Betty: Title IV-A of the INDIAN EDUCATION ACT has provided excellent persons to serve as liaison persons in the schools for Indian youth. This has helped greatly.

Jan: We have Talent Search counselors in our States that do these same kinds of things - in terms of helping Indian youth relate better with the education system.

Lupe: If FINANCIAL ASSISTANCE PROGRAMS are cut, we will be hurting in terms of financial assistance for Indian persons seeking further education.

Issue: How to get Indian input for State Planning for Voc Ed

Betty: The State planning done this year was for voc ed. The State is strong in requesting input early from all kinds of groups in the State. Our people were very involved in presenting testimony BUT we have no idea what will ever wind up in the final document.

Cathy: By law, the State HAS to have a voc ed plan. They are supposed to comment on EACH recommendation made to them, including why those requested were rejected.

Betty: Indian persons are the largest minority in the State of Washington. They need some funds earmarked but haven't accomplished this to date. One tribe did receive voc ed money this year, but that's not enough.

Jim: We have 3 Indian persons on our State Advisory Council for Voc Ed - the means for input for Indian persons IS present in our State.

Edith: One of our former Governors had an INDIAN DESK that was very helpful. Later on, it became more of a token thing. Now we have an Advisory Committee (to which I am appointed) which may or may not meet, depending on funding. We haven't had real problems with our State Department of Education.

JERRY'S QUESTION: How do you feel career ed fits in with your priorities?

Lupe: Career Ed IS a priority with us. We see basic skills and vocational

ed skills going together with career ed as a vehicle for improving both.

Don: We don't often see "career ed" in the needs assessments sent to us for Title IV-A of the Indian Education Act.

Jim: It is critical that career ed tie into the academic portion of the child's curriculum. Career ed gives a PURPOSE to developing academic skills. It also needs to be tied to tribal economic development, i.e., the labor force needs to be considered as well as the specific industries to be inserted. Career ed needs better coordination among BIA, Division of Career Ed, and the Office of Indian Education. People don't usually look at career ed as very important, BUT, it is my assumption that career ed has a direct impact on the high drop out rate among Indian children.

Bill: When you get into Parent Committees in Title IV, they tend to worry about how much money is involved in any given program. Under Part A, we could infuse career ed into basic skills instruction at very low costs. Under Part B, we could employ career counselors. That, of course, would cost much more.

Jerry: The only way to do this is through your NEEDS ASSESSMENT. If you list "career ed" after you list "basic skills", you're in trouble. On the other hand, if you orient your needs assessment around a career ed/ life skills emphasis, it would help greatly. Also, we need to know how important the cultural component is as compared to the career component.

Betty: Career ed is an A-No. 1 priority for me as a CETA prime sponsor. I think career ed infusion, K-12, is the REAL way to go. Career ed, to me, is the heart of Education. I didn't get a single course in career ed in my teacher ed program. The career ed curriculum materials would really enrich classroom instruction at all grades.

Edith: I'm Chairman for our Title IV effort. I do the budget and work on the needs assessment. We never THOUGHT of putting career ed into our needs assessment. I've done some career ed things with kids, but since we didn't have it in our needs assessment, we had no money to pay for it. We COULD have done it had we known it was permissible. Career ed has ALWAYS been important to us, but we didn't know Title IV-A could help pay for it.

Don: The "authorized activities" section of our rules and regs for Title IV-A - under "other activities" - does make it possible for you to do career ed.

Jerry: Our rules and regs also say "OTHER THINGS THAT PROVIDE EDUCATIONAL OPPORTUNITIES". Note: We do NOT use the direct term "career education".

Jan: Career ed is definitely a priority with us, but it is intermingled with both basic skills and cultural awareness. Cultural awareness is VERY important to us. So is self-development and economic development. Cultural identity is especially important for us as a non-recognized tribe.

Lupe: The issues discussed here have been a good start. Implementation of these issues is needed. I don't know what the U.S. Dept. of Ed should do. Maybe we should contact business/industry in our communities to get them involved. If we do, the U.S. Dept. of Education should back us up. We should introduce career awareness from elementary through high school.

Jim: There should be a stronger focus on career ed plans as they pertain to schools enrolling Indian children. Money should be available for pilot projects on a National basis which could be replicated in other States which have schools serving Indian children. Third, the U.S. Dept. of Ed. should better coordinate their activities and efforts with the BIA within the Department of Interior.

Bill: I'd like to see some way small inter-tribal organizations could get involved in career ed. We need some RFTs on this. Many tribes won't work through an SEA because, under treaty terms, the Tribe has the same status as a State and so is entitled to work directly with the Federal Government.

Betty: We need access to career ed materials that we can share with our educators and with our parents. Why can't the state provide these for us? I'd like to see a monograph on "PARENTS AND CAREER ED". Tribes need to get career ed materials. In-service ed for career ed ought to be available to tribes and Indian organizations. We need samples of needs assessments that emphasize a career ed approach. I'd like to see Title IV rules and regs revised to provide a greater emphasis on career education.

Jerry: Our rules and regs are very broad so that grantees have maximum freedom to do what they want to do. Our Regional Centers can offer technical assistance in putting a career ed emphasis into your needs assessment if you request this kind of help.

- We need a career emphasis for rural Indian persons to supplement those now in existence for urban Indian persons.

Edith: This miniconference has opened my eyes. I see career ed now as something that should start at the elementary school, not the high school level.

Jan: Parental involvement is really important. When I get back, I'm going to check our SEA career ed program and with industries in our area.

Miniconference #176

MINORITY ORGANIZATIONS AND CAREER EDUCATION

June 30 - July 1, 1981

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DESCRIPTIONS OF K-12 CAREER EDUCATION PRACTICES

Marianne Abrams - BOSTON PUBLIC SCHOOLS

1. The Tri-Lateral Council is a non-profit agency supported by:

- National Alliance of Business;
- Greater Boston Chamber of Commerce; and
- Boston Public Schools which began operations in 1974.

Prior to that, both NAB and the Chamber of Commerce were interested in working with the schools, especially high schools. It was decided to pair a particular 22 businesses with 18 particular high schools as the basic initial mode of operation. In 1975, when desegregation order came out, these pairings to include 24 colleges and universities, each of whom was also paired with a high school. Following this, a number of community organizations operating as the GREATER BOSTON CULTURAL COLLABORATIVE also asked to be included in the court order with a "careers" emphasis added to their existing activities.

In Massachusetts, there is a State law providing funds to help community organizations implement court-ordered desegregation. Both the colleges/universities and the community cultural organizations receive grants from these funds. Actually, the Greater Boston Cultural Collaborative gets a large grant and then gives smaller grants to various community cultural groups.

2. Prior to 1975, no "outside" groups were allowed in the Boston schools. The court order on desegregation changed this, including demanding that parent organizations representing both white and non-white youth be involved. These parent organizations have to sign off on all of the soft money projects involved in these state funds.

3. The whole community participation movement is still very much controlled by local schools.

4. Massachusetts also has a big bilingual emphasis. With 60,000 students in the Boston Public Schools, 11 different languages are recognized for various ethnic groups.

5. The Boston student population, in terms of kinds of students, is divided this way:

- Blacks are the most,
- Whites are the second largest group, and
- Hispanics are 3rd largest group.

6. Marianne became Director of the Tri-Lateral Council in 1976. The Boston Chamber of Commerce agreed to supply the space to house the Council. It still does. The Council is funded in a variety of ways including:

- Each of the 21 business corporations paired with a particular high school pays "membership" dues to the Council;
- The Boston School District contributes through funds received from the State under desegregation law;
- Some funds are received from the Massachusetts State Dept. of Ed; and
- DOL has funded the Council, through YOUTH WORK, for a 2-year, 18-month Career Development Program.

7. The primary emphasis is still on the high school level, not very much at the elementary and middle school levels yet. To bring an earlier emphasis, the DOL/YOUTH WORK grant called for training teachers in career ed curriculum development. This was necessary in that, when the 21 companies each paired with a school, the primary thing the schools asked them to do was to provide 12th grade students with job seeking/finding/getting skills and the students hadn't been made ready for such activity during their earlier school years. We undertook this YOUTH WORK project in connection with Carkhuff Associates STEP (Skill Training for Exploration and Placement) Program. The STEP program is written in such a way it can be done either as infusion or as course add-on. Seven thousand students have been reached through classroom delivery to date.

8. The National School Volunteer Program (NSVP) is very active in Boston schools, especially at the elementary and middle school level. Thus, the Tri-Lateral Council works with NSVP, but not in a formal arrangement.

9. There's another group in Boston called BLACK ACHIEVERS operating out of the NATIONAL URBAN LEAGUE office. It is run by young Black professionals, most of whom work in large corporations. Each works as a student role model for 20-30 hours per year (with their companies paying the cost). They work both with the Boston schools and with other community youth groups (like Boy's and Girl's Clubs). The Council links with this organization, as needed, in particular high schools.

10. The Hispanic community in Boston is young, but growing rapidly. As a result, we don't see Hispanic persons very much yet in the workforce, thus making the need for career role models very great.

11. With the URBAN LEAGUE, the Council has had a number of work-study Summer Programs. Because we have a person from the Council in every school and in every one of the paired corporations, we're often used as a linkage mechanism with both by other community organizations. The corporations are each tied to a particular school. The Council cannot, therefore, go to a corporation and ask it to supply money to, say, a community organization that wants to support career ed for Hispanic youth. Instead, we suggest to such community organizations that they seek to add such a component to the corporation's existing career ed efforts with the school, i.e. to make it a part of the "package".

12. The success of a particular effort is directly dependent on the one key

person in the school and the one key person in the corporation. For example, John Hancock Insurance Company (with 7,000 employees) is paired with English High School (with 2,000 students). Now both company personnel and educators at the high school know each other well, who the "good guys" and the "bad guys" are in both settings. Persons from Marianne's staff do a great deal of training with persons both from the corporation and from the school.

Carol Khadjenouri - SAN FRANCISCO UNIFIED SCHOOL DISTRICT

1. Carol works with the Curriculum Department. She is a social science teacher specialist who wrote the 5-year master plan grant for career education. San Francisco has a wealth of community resources. The difficulty is knowing how to link up with each.
2. There are a great many special agencies in San Francisco who serve minority youth. (A list was distributed.)
3. Early this year, the Superintendent created a Special Task Force on Career Ed to identify career ed needs.
4. The San Francisco School Volunteers have done a great amount of work for career ed in San Francisco. Their efforts have included projects aimed at getting corporate persons into the schools. Marcia Hunt, executive director, could supply complete information on their many projects.
5. We now have the SAN FRANCISCO EDUCATION FUND - a kind of brokerage group headed by Gladys Thatcher. We meet with this group once a month to talk about our career ed needs. This FUND organization was created because, with each school going to a particular corporation and asking for financial support for a single project, there was no way for corporations to know that any kind of sustaining effort would exist in the schools, thus creating an element of distrust on the part of corporations that had to be overcome. The director, Mrs. Thatcher, is very supportive of career education K-12.
6. In addition, there is career ed being carried out in San Francisco schools using ESAA funds, and some using ESEA funds.
7. The average age of San Francisco teacher is 52 - thus making incentives for staff development extremely difficult. In spite of this, we are running some special career ed courses for teachers this Summer that have been overbooked. This makes it clear that there is some interest in career ed on the part of San Francisco teachers. We've used some of our ECONOMIC ED money here under what we call ECONOMIC CAREER ED PROGRAM. We do not pay teachers a stipend to attend these Summer workshops; they've come anyway.
8. We will be surveying our more than 60 elementary schools this Fall to see what they are doing in career ed. It is necessary to conduct personal staff interviews for this purpose. A questionnaire is not adequate.
9. To get career ed into the schools, it's sometimes easier to work with

existing community groups. For example, we're now working with 18 museums which in addition to what they are already doing with the schools, now seem ready to add a "careers" emphasis to their activities.

10. We also have a strong movement in GLOBAL EDUCATION in the San Francisco schools. We will be trying to insert an international "careers" emphasis into this effort.

11. Earlier this year, we asked for a loaned executive from the Bank of America to take all of our career ed activities/materials and personal resources in San Francisco, put them on a computer program, and so let each of us see ALL that's going on. This is badly needed. For example, the San Francisco Chamber of Commerce did a career ed needs assessment 3 years ago, but those data are missing. Unfortunately, the "loaned executive" is not yet in place.

12. National Federation of Independent Business (NFIB) is supplying informational materials to the San Francisco career ed effort under a loose-working relationship (no formal working relationship here).

Ross Frazier - SCHOOL DISTRICT OF PHILADELPHIA

1. Philadelphia serves 213,000+ students under an organizational scheme that includes 7 sub-districts, each with a number of schools. This makes it very difficult to see, let alone talk about, the system as a whole. Ross' primary role is with the division's curriculum staff. Another person in the division has primary responsibility for industry linkages.

2. Our major contact with business/industry is through our Career Education Advisory Council, which is composed of representatives of various firms located in the city. The Division of Career Education has a liaison officer who maintains contact with the advisory council.

3. We began on career education in 1968 with a CAREER DEVELOPMENT thrust. Our initial efforts centered around employing specialized personnel to implement the programs. It was a second step when we changed to emphasize involving existing teachers, rather than employing more specialists.

4. We've tried everything from EBCE to complete career education infusion in classrooms in our total career education effort. The total span of career education activities in the school district extends considerably beyond those activities under the direct supervision of the Division of Career Education. Thus, the Division doesn't know about all of them, nor is it responsible for their supervision.

5. Two career education efforts supervised by the Division are adaptations of EBCE models.

6. Additionally, the Division is involved in staff development activities related to the Career Incentive Act. We recognized years ago that we could

not continue to hire specialists to implement career education activities and that we would have to depend on existing teachers. Teachers are prohibited, by the union contract, from doing curriculum development without being paid. We have been sold on the infusion route as the real way to go. Our school district is committed to this philosophy on paper, but not dollarwise in terms of hard dollars for career education.

7. Staff development is our major career education thrust at the present time. With \$50,000 of 95-207 money, we provided 90 teachers in one sub-district with 25 hours of staff development. This involved working with teachers from 3 elementary schools, 2 junior highs, and 1 high school. The next year, 95-207 funds were reduced to \$33,500---and this year, will be reduced further to \$14,000, thus reducing our staff development effort.

8. The school district's clear financial commitment to career education is limited to paying salaries of two professional career education specialists for the entire district.

9. With our earlier EBCE models, we did demononstrate our ability to use career education as a vehicle for raising basic academic skill attainment and have this validated through the Department of Education's Joint Dissemination Review Panel (JDRP) as a "program that works"---the highest level of approval given by the U.S. Department of Education.

10. The racial makeup of students in the Philadelphia School District is: 62% Black, 30% white, 6% Hispanic and the remainder are "others". The primary career education emphasis has been in schools having predominantly Black or Hispanic youth populations. This was simply a reflection of which schools first expressed interest in implementing career education.

11. Presently, ESAA funds are coming to the District for desegregation programs, but such funds are not coming to career education. This is because our Office of Federal Programs makes decisions on use of the ESAA funds and there are, at present, no career education advocates in that office. In a broad sense, one might say that ESAA money is going to career education---i.e., these funds have been used to create a series of magnet schools, each of which represents a particular career area. (The magnet schools aren't working very well in terms of their theoretical purpose of attracting students from the entire district.)

12. In the beginning, there was a general perception that career education was something for "minority kids". It's taken some time to get over this. Our PARENTS WORKSHOPS have helped greatly here. This year, "career education" has been the most popular topic selected by parents attending our PARENTS WORKSHOPS.

Hazel Rockhold - LAWRENCE, KANSAS UNIFIED SCHOOL DISTRICT

1. There are now 1,800 micro-computers in Kansas schools. I have now

developed career ed materials for use by kids on the micro-computers. It has replaced such things as Xeroxing for these kids. On one disk, we can put a whole book. Once career ed material has been put on a disk, we simply insert the disk into the micro-computer and all the information is then readily available.

2. FOR EXAMPLE: Say we want to teach youth what they need to know in order to succeed in a job interview. We can put the 30 most pertinent questions and answers on a disk and make it available to kids to study. EXAMPLE: We have a disk to do in-service education with teachers on equality. This is a 17-minute program aimed at helping a Superintendent know if, in fact, he has "equality" in his school system. It is a marvelous new way to get career ed concepts across.

3. To schedule a career ed effort involving micro-computers depends, of course, on the number of micro-computers available. Each has a screen like a TV screen. As many as 15 kids can view it at the same time. For example, I did one on teaching basic arithmetic skills of addition/subtraction/multiplication/division. The micro-computer can be programmed in such a way so that if a given student needs special help in multiplying only by 5s, these are the only kinds of problems that student sees on the screen. If we have enough micro-computers, each student can be doing different work programmed especially for him/her.

4. I have one disk with 17 occupations on it. It says to the student something like, "Let's see if you can draw a logo for the Popcorn Maker Company". After the kid sees whether he can do it, and wants to do this kind of thing, he/she can then go on to try out things in each of the other 16 occupations as well, all from a single disk.

5. We have one disk using information from the OCCUPATIONAL OUTLOOK HANDBOOK organized around the 15 OE occupational clusters. This is just one example of career ed materials.

6. To lease a micro-computer now costs about \$400 per month. It won't be long before a Japanese company will be selling them for \$300. Kids really love to work with the micro-computer. We can put all kinds of visual aids on it, including drawings of various kinds. There's almost no limit to the kinds of career ed materials that can be put on the micro-computer. There are now 96,000 micro-computers in USA schools. Teachers are sure students are going to use them. We should take advantage of this for career ed. Pretty soon, almost anyone will be able to own a micro-computer for his/her home as well as having them for students in classrooms.

Ross: BUT micro-computers can be no better than the programs that are prepared for them.

Hazel: AGREE. If we get the right career ed programs, it will work.

Carol: Hazel has a good point. WE must be responsible for seeing to it that good career ed disks are available.

Mary: Some persons' concepts of things and places are different. They might have trouble conceptualizing something from a disk. Are you trying to say micro-computers are THE answer?

Hazel: NO. But I am saying micro-computers are being used in all kinds of subject matter areas, and we should see to it that they are used in career ed as well.

7. We've validated the utility of career ed materials on micro-computers on all kinds of kids - gifted, rural, urban, disadvantaged, etc. They can ALL use the micro-computer.

Pat: What does the micro-computer mean for homes where no one has ever heard of a micro-computer? Parent education will be essential. What can community leaders do to get a better understanding of all of this? If the use of micro-computers is going to be a coming thing in Education, the community, including parents, should be involved at the beginning, not brought along at the end and told to catch up.

Hazel: Kids today are increasingly interested in learning about jobs and choosing careers. To put these kinds of information on micro-computers is certain to be attractive to youth.

8. Micro-computers are available 24 hours a day. It's not the same as "sharing time" on a large computer at times when it is available.

9. We have 7 programs on micro-computer now for career ed, including, for example:

- Job Opportunities,
- How to Use the DOT,
- Choosing an Occupation, and
- Job Interviewing.

10. Of 1700 kids in our high school, about 12% are minority kids. The minority kids are AT LEAST as enthusiastic about the micro-computer as are all the other kids.

INITIAL FEEDBACK FROM COMMUNITY ORGANIZATION REPS

Mary Miller - NATIONAL URBAN LEAGUE

1. I'm positively impressed by what I've heard here today. Too many things get attention only when put in negative terms. I've been stirred up by career ed.

2. I'm on a National Urban League Regional staff. There are 117 Urban League affiliates based in cities around the Nation with basic programs including:

- Housing,
- Health,
- Community Development, and
- Education.

Urban Leagues serve primarily minority persons, but not exclusively so.

3. There are 13 affiliates in the Western Region to whom our office gives technical assistance. There are 6 affiliates in California. After our last miniconference, I met with the California State Career Ed Coordinator. Now, two of our affiliates are plugged into the State Career Ed office in San Diego and Orange County. This is a mechanism that COULD unite the affiliates with the Education system and the business/industry community. This is what's been missing in the past, i.e., a link of the Urban League affiliates with the State Departments of Education.

4. Take San Diego, for example. The Urban League there has linked with many other minority groups: SER, Asian-American organizations, etc. This provides a rapport with many kinds of ethnic groups. Ethnic groups CAN coalesce if they share a common concern about a specific issue, such as career ed. The URBAN LEAGUE has a good track record of being able to coalesce community segments around common social concerns.

5. There's a definite need for a network to coordinate ALL the kinds of information we've heard about here today, whether or not the total effort is called "career ed", "work and education" or something else.

6. The NATIONAL URBAN LEAGUE has its own network among its 117 affiliates. For example, we've recently had shared with us a New Jersey publication entitled, "A BALANCED APPROACH TO CAREER EDUCATION". This is one example of how a local affiliate built good relationships with business/industry and the education system.

7. It's possible, if our linkages are done correctly and we then needed a computer to store and share all of our information. We might be able to get private industry to pay for it. The career ed movement needs to become more global in its implementation efforts.

8. My challenge is to market career ed to our local affiliates in such a way that they take it on as one of their priorities. They need to understand that it can be done without lots of dollars or lots of administrative overhead costs being paid to them.

9. One distinct difference between NAACP and NUL is that NAACP manpower is primarily volunteers whereas NUL uses primarily paid staff persons. NUL is a 501C-3 organization whereas NAACP emphasizes its Legal Defense Fund, not 501C-3 type activities.

10. My big recommendation is that we try to coalesce around COMMON ISSUES. This is the way to get real community partnerships.

Pat Luce - NATIONAL OFFICE OF SAMOAN AFFAIRS

1. It's essential to have a career ed network. How to begin to get it is another question.

2. Recently, our Samoan population in California is beginning to coalesce with other Pacific Islanders. This gives us a network. We use our Chiefs and ministers as our direct contact persons.

3. We know the community structure within our groups BUT it's sometimes hard to link with the rest of the total community.

4. To take our place properly in the triad of corporations/education system/community is very hard indeed. We need to coalesce either with the Department of Career Ed in a school system or with some other higher level of the school system's organization. It would be very helpful to us if we could do this.

5. It's essential that Pacific Americans be brought into the total community career ed effort. They need and deserve and want to become involved.

6. We could certainly work with the Urban League in a community coalition effort in career education. It's not difficult for us to coalesce with various other community groups SO LONG AS IT'S CLEARLY UNDERSTOOD THERE WILL BE TIMES WHEN WE NEED TO WORK SEPARATELY.

7. Even though Pacific Islanders are a very small minority group in the United States, people need to know who we are and how we differ from Asian Americans.

Sue Hong - Ameri-Asian News

1. We have 57,000 persons classed as Asian Americans in Florida, with

the largest Asian population (12,000) in Dade County. I've been publishing our newspaper for 2 years. It contains lots of consumer education and other things of interest to Asian American persons.

2. We really have no special community goals noticably visible, other than our activities in helping to celebrate with the Asian Ethnic Heritage Week Festival.

3. In our school system, we're classified as "others" - not too distinctive!

4. We need help from the Federal Government in career ed. The Government of Florida is too involved with immediately pressing problems of other minorities (Blacks, Hispanics, Haitians, etc) to pay much attention to us.

5. The only real thing going for us is GLOBAL STUDIES where teachers in Dade County are studying this topic. This is one thing that can help eliminate stereotyping of us.

6. The Orange County schools have things like career days open to Asian American kids as well as others - each of whom chooses which job sites they want to visit. Unfortunately, Asian American kids tend to go to sites where other Asian Americans are employed. There is a really serious career role model problem for Asian American kids.

Bob Jackson - OPPORTUNITIES INDUSTRIALIZATION CENTERS OF AMERICA, INC. (OIC)

1. OIC has a National Awareness booklet. (I've passed it out.) It tells you about OIC.

2. OIC started its career ed effort with the Career Intern Program (CIP) in 1970. Its first students enrolled in 1972 - funded by NIE.

3. In 1976, the OIC Career Intern Program passed JDRP.

4. CIP is a self-contained high school as an alternative learning setting.

5. Armed with our JDRP approval and using YEDPA funds from DOL, we have now extended CIP to a number of settings beyond Philadelphia in a series of replication efforts. We will be seeking JDRP approval again next July for all of these replication sites.

6. If you look at the populations we serve, you will see that it has wide diversity, with White as well as a variety of kinds of minority persons.

7. OIC is looking forward to expanding its coalitions with schools, with other community groups, and with the private sector.

Why, in Boston, couldn't the Tri Lateral Council be expanded to include community organizations like the NUL?

Marianne: We're seen primarily as a corporate entity. We could work with others, but it wouldn't be appropriate to make it just one combined organiza-

tion. One of the big problems is that the school system doesn't have a clear scope and sequence plan for career ed so that all organizations can best know how to fit in.

Ross: Part of the problem is that career ed means different things to different groups and it's not seen as anyone's SPECIFIC responsibility. What it means to educators isn't what it means to business persons. Schools try to put a career development emphasis into the classroom whereas business tries to give kids career exploration experiences. Career ed is defined differently by each group.

Mary: DISAGREE. Aren't these just different facets of career ed?

Marianne: Part of the problem is simply terminology. It ends up with an overload of information for kids that we don't know how to handle. If the schools could teach kids how to ask appropriate questions, the community could handle answering such questions.

Sue: How can kids ask appropriate questions until they've been through some form of real career awareness?

Mary: From what I've seen and heard, we use the word "remedial" (which I detest) in ways that give kids a negative self-concept. I have real problems going along with molding children by label at an early age. In practice, we're too often telling kids "we WANT you to get out of your box", BUT we still keep them in their "box" by the labels we use with them. Why can't we let kids ask any questions they want to ask? Why should we say we know which ones are appropriate to ask?

Marianne: In part, it's a question of simply learning to ask (in the case of kids), or to answer (in the case of corporations) questions. If kids are given interaction skills IN THE CLASSROOM, it would help greatly. If you're 16 years old and do a job interview wrong, you may be reluctant to try interviewing for another job.

Hazel: Kids are more free than they used to be - more willing to admit that they need to know things and that they didn't learn what they should have learned in past years.

Marianne: Various community organizations sometimes get together to see what each can contribute and then take their resultant combined plan to the school system. Because the schools have so many outside organizations wanting to work with them, they are automatically faced with problems of how to respond. The best way to work it out is to get to CLASSROOM TEACHERS. The teacher is the key! This is why we don't want the teacher to have his/her first experience with the business community at the same as does the student. Teacher in-service in business settings is essential prior to the time teachers take kids to such settings.

Ross: If you asked teachers to define "career ed" ideally, it would include a lot of things that the teacher doesn't know about - or doesn't know how to communicate to kids. This can, thus, be very threatening to the teacher.

If, in Philadelphia, you use career ed as a vehicle for improving basic academic skills, what difficulties do you see in involving the community, as well as business, in the total effort?

Ross: Initially, we had a COMMUNITY ADVISORY BOARD. When our Federal funding ceased, the formal program stopped. And that Board ceased to function.

Hazel: Each June, we send a questionnaire to every business asking them how they would like to be involved in career ed. In July, counselors call on all these business persons and we then compile a community resources handbook which teachers can use during the next school year.

Pat: I raised this issue because I'm interested in going beyond the "advisory" function. I'm looking at various minority youth who lack appropriate career role models, thus making it difficult for their families to be helpful to them in career decision-making.

Sue: In Boston, Marianne says there are only a few Asian American youth enrolled in the school system. How can effective career ed be made available to these youth in Boston?

Marianne: We have one Black community group who became concerned that not enough Blacks are employed in management positions in the media. They ended up making a program where they involved radio and TV persons in a community settlement house program. They learned there are many levels of employment in the media. Most of the Black youth were interested in actually making, not managing, a TV or radio show, probably because those are visible jobs and they don't know about management of the media. Youth don't know but what they see on the streets.

Pat: There must be some commitment from the school to go along with career ed as a COMMUNITY effort.

Marianne: In Boston, our CETA Prime Sponsor is trying to play a community coordinating role. They're using a questionnaire with a wide variety of community organizations (including ours) BUT it's very hard to get a single questionnaire that will be appropriate for use by a wide variety of kinds of community agencies.

Ross: Traditionally, neither schools nor businesses have ever done much for kids unless they get a nudge from the broader community.

Pat: Could it, then be that the community isn't enough aware of career ed to create the community "nudge" that's needed? Is THAT our problem?

Bob: The problem is that no one reads the printed materials on career ed put out by the U.S. Dept. of Ed.

Bob: There is no "think tank" in logic in the Federal Government now. Thus, the community groups are going to have to take the leadership in making career ed into a NATIONAL, not FEDERAL, effort.

Mary: Suppose all the schools were closed tomorrow - say all teachers have gone on strike. Would the students still have a right to go into the schools? The kids DO have a right to a public school education, right? School Board members are charged with setting policy and providing education for students, right?

Ross: NO. If all teachers went on strike, the Administration would simply close the schools, and the kids COULDN'T get in. That's all there is to it.

Mary: Let's say that kids are in classrooms but no teachers are present, and say further, that, under these conditions, the kids DON'T tear down the school buildings or wreck things.

Ross: I can't imagine kids in classrooms by themselves (for an extended period) with no supervision, who wouldn't be destructive in their classrooms.

Mary: What I'm saying is this COULD happen, IF we recognize that the school board policy is to EDUCATE CHILDREN, even if the teachers are on strike. WHY WOULDN'T IT BE POSSIBLE TO DESIGN A PLAN WHERE BY THE CHILDREN WOULDN'T BE THE VICTIMS?

Marianne: The League of Women Voters made a study of how the community could become more involved in teacher contract negotiations. Remember, historically, it is only the School Committee (i.e., the Board of Education) who negotiates with teachers.

Bob: BUT, Marianne, why do the Boston schools get so much negative flak? Don't you think it's due in part to the fact the community hasn't been allowed to become more involved?

Ross: The primary purpose of public education is to PROVIDE JOBS FOR EDUCATORS. If kids get an education in the process, so much the better. That's reality. How could you possibly have a whole education system accountable to nobody - as ours is - and still be naive enough to believe the purpose of Education is to "educate kids"?

Bob: The "moral majority" in the U.S. have overrated themselves. Some recent studies have suggested that the "moral majority" doesn't control ANYONE. We need to deal with the political aspect of things here. All of us DO have political muscle.

Mary: If that's true, why can't we come up with a plan for career ed that will truly involve ALL appropriate community groups?

Mary: We find ourselves now stuck with the "cry wolf" routine. Now that it's REALLY a valid cry, we don't know what to do. If all of Education really disappears from the Federal Government, we WILL still survive. People do what needs to be done to survive. We have to learn how to help each person build his/her own personal survival kit, including a "careers" part of this kit.

Sue: What we should be thinking about is how to make career ed work - with or without the Federal Government.

Mary: Agree. But to make that happen calls for coalescing with others, who, like us, face various kinds of "survival needs".

Sue: Should we be thinking of getting organizations such as Rockefeller or Ford Foundations to provide money for career ed?

Mary: You're close, Sue. If, tomorrow, the word comes that there will be no more Federal moneys for Education, we've still got to survive somehow.

Sue: Why can't we take career ed completely out of the Federal Government and do it as an independent community effort?

Hazel: We could. The problem is, that would cost money.

Sue: Minority kids are being stereotyped by the whole education system at present. Our textbooks should include more on minority kids, beginning at the elementary school level.

Mary: Agree. Textbooks are important BUT we still have to do something, as community organizations, if our schools are closed.

Bob: We have a \$135 million dollar deficit in the Philadelphia schools right now.

Ross: The deficit is really \$273 million. The reason why schools won't close their doors is simply that it would put too many educators out of work. Materials and textbooks won't overcome stereotyping. Only TEACHERS can do this. And they won't do so unless the community PUSHES THEM TO DO IT.

How could the San Francisco Education Fund concept be used to make career ed a true COMMUNITY effort in San Francisco and other urban areas?

Marianne: To answer that question, you must ask another, namely, "where do the funds come from to operate this effort?" If the answer is "corporations", you have a different thing.

Carol: These funds DO come from corporations. They would have to be sold on the need for community involvement.

Bob: Are the corporations in San Francisco in a "Heritage Foundation" mindset?

Carol: We need to convince corporations that if they support K-12 career ed efforts everyone will EVENTUALLY benefit.

Ross: Industry say to our education system, "All we want you to give kids are the basic academic skills and general employability skills. If you do that, we will give them the specific vocational training they need". That's why voc ed is now losing support.

Marianne: Most of the corporate foundation giver "types" are not the Heritage Foundation "types". As a matter of fact, most are pretty soft-hearted persons who really understand the needs of kids and want to help us meet these needs.

Bob: OIC has a National Advisory Council composed of the CHAIRMAN OF THE BOARD from 31 of the Nation's largest corporations. We work very closely with the private sector. We find them most supportive of what we're trying to do.

Marianne: Corporations who are home-based in a given community - not national - are the real way to go. We can show such corporations how many people in the community use their products, how many of their employees have kids in the school system, and other pertinent things. In Boston, our minority population is rising more rapidly in our school system than in the community as a whole. By capitalizing on this, we COULD help our local corporations meet their affirmative action goals.

Carol: We need to approach this problem with national, not local, corporations, in my opinion. For example, United Technologies is now publishing, in several National magazines, a "Johnny & Suzy need to start cracking" message. Other National corporations are doing similar things, including Kaiser Aluminum and GE. WE NEED A NATIONAL - as well as a LOCAL - EMPHASIS FROM CORPORATIONS.

Mary: Career Ed can't go down the drain. We need, at least, to stay united on this. After our last miniconference, I started seeing how many community resources are available that we aren't currently using. If the Federal career ed effort is dissolved, it will be up to the community organizations coalescing with each other and with the private sector who will keep the career ed movement alive.

Pat: How would National Urban League link up with Hispanic community organizations, with Native American Indian organizations, and with Asian Pacific American organizations?

Mary: Those links have already been made. If a meeting were to be convened around the issue of, say "massive cuts in Federal dollars", we could get started on a coalition effort. Most community organizations don't even know, for example, the structure of United Way - or how decisions are made to distribute United Way funds. We need to first defuse the hostility existing among community groups. We can then get together in positive, action ways.

Marianne: I think the OIC Councils would be a good vehicle to use in linking various community groups. With the law demanding that 51% of OIC members be from the business community, OIC Councils should be popular with Republicans now.

Bob: What National organizations exist for Asian Pacific Americans?

Pat: The Pacific Americans are now organizing a network of local Pacific American organizations into a single coordinated body. What we need is additional dialogue with other National minority groups.

Mary: Can you, Pat, travel in your job? (Answer: YES). We have a new NUL affiliate in Orange County, California. A great many Pacific American persons live there. Would it be possible for you to come to Orange County and meet with our NUL Board of Directors? The problem being faced there is that there are plenty of jobs, but the people living in the community don't have the skills to fill the jobs that are vacant. If you, Pat, could come to Orange County, this would be a start.

Pat: I can - and will - come to Orange County with you, Mary.

Sue: The ASIAN Pacific American Heritage Council, run by Mark and Mary Au, is located in Washington, D.C. This is a National group to contact.

Sue: Have textbooks in career ed been written for high school and college students?

Ross: Our Superintendent has been meeting with teacher ed institutions in our area trying to talk them into putting a career ed emphasis into teacher education. They tend to resist by asking, "which of my current courses do you want me to eliminate?" - thus illustrating that they are still missing the point of what we're trying to do.

Mary: We do have the basis of getting a community coalition effort for career ed. Too many citizens don't know how to get the concerned groups together. That's the problem.

Sue: You are probably right with respect to large urban districts. I'm talking, though, about starting at a very early age. If this is to happen, the effort must start IN THE SCHOOLS. The community is going to have to motivate the schools to change. It MUST start in the public schools.

Marianne: We need to ask each community, "WHAT THE BIGGEST ISSUE FACING YOUR COMMUNITY TODAY?" If we start with whatever the answer to that question is, we will get somewhere.

Miniconference #177

MINORITY ORGANIZATIONS AND CAREER EDUCATION

July 7-8, 1981

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Background - Community Organizations

Latino Institute - Bill Zayas

1. In Chicago, there are about 500,000 Mexican Americans, 300,000 Puerto Ricans, 85,000 Cubans, and 100,000 natives of other Latin American countries. This allows us to look at the entire LATINO concept.
2. The LATINO INSTITUTE tries to serve as a forum for ALL of these Hispanic groups. It tries to take a broad perspective of providing technical assistance in areas such as program management, fund raising, etc. It is an effort to help each community group extend their effectiveness beyond their own known resources.
3. We try to be especially active in media efforts. In this role, we serve as the first line response to issues regarding Latino problems, ranging all the way from Bilingual Ed to such things that propose 13 year old Latino youths committing crimes be sent to jail.
4. We recently opened a research enterprise in Reston, Va. with 8 research fellows. This extends the Chicago group to a more National perspective.
5. The LATINO INSTITUTE is funded, in part, by United Way (10%), Federal funds (20%) and the remainder comes from Foundation funding.

SMALL TRIBES ORGANIZATION OF WESTERN WASHINGTON - Edith Cusak

1. We started with 22 Tribes. It now consists of 15 Tribes.
2. We are funded by the Association of Native Americans (ANA) out of the Department of Health and Human Services.
3. There are over 2,000 persons with whom our organization works in a variety of kinds of special programs, including, for example, an alcohol rehabilitation program, a community food program, a legal program, and a small business loans program.
4. The ANA used to have an Education Division, but no longer has this.
5. We also belong to the Western Washington Employment and Training Program (A CETA Prime Sponsor).

Sylvia: In one of the ED Regional offices, there's a person, Jim Kazon, who had a contract to train Indian organizations in alcohol rehabilitation programs. He works with lots of community groups and would be a good contact.

Background - Local K-12 Career Education Efforts

PHOENIX, ARIZONA - Shirley Iaquinto

1. Arizona was the first State to provide State funds for career ed, in 1970.

2. Roosevelt School District is in South Phoenix, one of 13 elementary school districts in Phoenix. Our school population consists mainly of economically disadvantaged pupils. We've had a very active career ed effort throughout our school district which, in terms of the student population, is 45% Chicano, 44% Black, 1% Native American Indian, some Vietnamese and other minority persons. We serve 9500 students in 15 schools in a 42-square mile area.

3. We have tried to carry out a comprehensive career ed effort. As a result, we are the only elementary school district in Arizona to receive State funding each year for the last 10 years. A comprehensive effort means that we worked on three fronts:

- involving the community: parents, business/industry, and community-based organizations (CBO's);
- retraining of teachers and administrators; and
- facilitating curriculum reform, providing media, materials and support services to deliver career education to all students.

We have had a Community Career Education Advisory Council since 1973. We have provided each school library with a creditable collection of career education media and have operated a central depository which contains over 5000 media items as well as a human resource and special event service. We provided a Career Education Program Guide and Resource Directory to each teacher and administrator.

4. A year ago the Arizona legislature in a special session restructured and increased their financial support of education through block grants. They also prohibited local districts from increasing their budgets over 7% of previous year except by special override elections. The categorical grant for Career Ed for the 1980-81 year was the only one not included in the "block" or "umbrella" format.

5. This year the Legislature also included Career Education in the "umbrella" funding in the same amount, \$2.7 million, as the 1980-81 appropriation, but restricted it to grades K-8 distribution only. The legislators said, in effect, that high school students didn't need career ed because they had vocational education. The legislature designates that the career education effort should be confined to grades 6 through 8 only, but school districts receive money automatically based upon their average daily membership in grades K-8 during the first 120 days of the previous year. No monitoring of these funds is required. The local school district may use them in almost any way it wants. The result: most career education consortiums, projects, staffs have been eliminated. Districts have appropriated the money for "more pressing needs" - negotiated salary increases, utility costs, emergency maintenance, etc.

6. In our district, making up the deficits caused by cuts in or elimination of federal funds has taken priority over maintaining career education staff.

The district will not receive grants for Bilingual Education and Title VI Basics Remediation and expects a 25% decrease in Title I funds. Before our administrators knew that the state was going to continue supporting career ed with a "block grant", they recommended in budget study sessions that maintaining Title I remedial labs and increasing the number of bilingual teachers should take precedent over maintaining:

- a career education coordinator,
- secretary, and
- 14 On-site Coordinators (at \$250 per year each).

Because state funding for Bilingual Education is included in the block grant and promoted as English as a Second Language, it further jeopardizes the Bilingual Ed. thrust.

Bili: We see several communities where Bilingual Ed teachers employed under a Federally mandated program run into conflicts with teacher unions because of the fact that they aren't subject to usual teacher union rules. As a result, some local teacher unions are pushing English As A Second Language (ESL) instead of Bilingual Ed, not because it's better, but because they have more control over ESL teachers than Bilingual Ed teachers.

7. The 1981-82 state block grant for career ed amounts to \$7.69 per pupil. (Our district will receive approximately \$69,650, just a little less than this year's special grant.) Our new superintendent is reorganizing the district and says he plans to eliminate within a year the existing three support service positions for instruction at the coordinator level: language arts, AV-science, and career ed. Career ed was to go first and the resulting savings would be used to help make up budget deficits projected in other areas. I was to be assigned to teach "elective career education classes" in the three junior high schools. Instead, junior high school principals requested that I remain as a Career Education Resource Coordinator for at least one more year. The rest of the career ed appropriation will be used for non-related expenses except \$15,000 which is designated to support the 6th grade Outdoor Education program. Heretofore, it has been supported largely by student/parent fund-raising activities, which will be discouraged.

8. The ARIZONA BUSINESS INDUSTRY EDUCATION COUNCIL (ABIEC) has for years had the idea that they can coordinate all the services the schools in the greater Phoenix area use which are provided by business, industry, and CBO's - field trips, speakers, work exposure, curriculum materials, etc. But they HAVE NOT openly supported the need for continuing state or local monetary or support services for career education within the school systems although they do support and provide lobbying efforts to obtain additional vocational education funding. Unfortunately, they don't seem to realize that without continual attention to curriculum infusion and assistance to classroom teachers to emphasize and facilitate delivery of career ed experiences to pupils in the regular classroom, other district priorities and

state mandates will take precedence. Eventually, neglect will eliminate the career education focus, and most educators will not continue to seek out or use community resources to help students understand the world of work.

9. When we began, one of the first things we did in career ed was to print a monthly newsletter that highlighted and recognized individual teachers with innovative, creative career ed classroom efforts. This helped greatly in encouraging these teachers to stay involved, and in getting other teachers to become involved. Cuts in staff eliminated this practice.

10. One of the things we've maintained is a NEWS BULLETIN for teachers that reminds them, on a regular basis, of career ed resources available to them, including community resources. In this newsletter, we also pay up, at appropriate times, special features on minority groups, e.g., Black History Week. I've brought several samples for each of you.

11. Community organizations with whom we are working or have worked with in the past include:

- Valle del Sol - A group of business persons dedicated to promoting Mexican Americans in our community. They have had Title VII, ESAA funds to publish a newsletter in both Spanish and English for Roosevelt District parents. Some of their newsletter material is concerned with career ed. They also have community meetings to show parents how to best work with educators in the schools. Another thing they've funded is a Black Theatre group (also with an ESAA grant) which Career Ed coordinates in our district. I've brought you examples of the Valle del Sol newsletter - REVISTA.
- Omega Phi Psi - A Black fraternity. They sponsor oratorical contests, many of which are career ed oriented, dealing with career goals of students.
- OIC - recently held their National Conclave in Phoenix and provided a "Career Day" experience with lunch at the Hyatt Regency for our 8th grade students. Using CETA funds, they do career ed in our school district also, but their efforts are not being well coordinated with our regular career ed efforts. We tried to get them to take on our one-day work exposure program for individual students on an after-school basis, but they wanted to come into classrooms during the school day and actually take over classes. That didn't go across well with educators in our District.
- Urban League - We had, a few years ago, an after school tutorial program with them. (The trouble with strictly "after school" efforts is that it reinforces the false notion that career ed is just an "after school" program.) I don't know if Urban

League is currently running this program or not.

- Delta Sigma Theta - A Black sorority. They have helped us with career awareness packets on health service careers.
- Jacks and Jills - Another Black community organization which has sponsored and conducted Career Fairs and "finishing school" courses for selected teens in the community.
- Alpha Kappa Alpha - Has produced career ed booklets nationally on women at work which we have used in quantity.
- American Hospital Association - has published career ed materials on minority persons in hospital work which we have distributed to students and parents.
- Project GO (Growing Opportunities) - a career role model program sponsored by a public services utility, Arizona Public Service Company.
- Just before I came to this meeting a representative of the Black Music Association organized in 1978, responded to an inquiry I had addressed to them. The organization is dedicated to the advancement, enrichment, encouragement and recognition of Black Music, professional advancement of members and educational, scholarship and career guidance. The group may be interested in becoming involved.

Bill: If you were to get \$100,000 from a major industry in your area, could you - and would you be willing to - function as a vendor of career ed to your school district? VENDORS aren't necessarily bad. One advantage they have is that they can work under a strict performance contracting control arrangement that simply can't be done from inside the Education system.

Shirley: Yes, Bill.

Sylvia: DISAGREE. Our State is now into competency-based instruction. While old teachers were "grandfathered" in so they don't have to meet the standards, our new teachers do have to meet them.

Bill: If career ed continues to exist as a function of the school district, it may well, in less than 5 years, amount to nothing more than a combination of counseling and guest speakers. That's because it's a person (like Shirley) responsible for pushing it instead of making it a SCHOOL SYSTEM ADAPTATION. Career Ed can be explained easier to an industrialist than to an educator.

Shirley: We have done many things to try to institutionalize career ed

in our school system during the past ten years, but nothing remains constant. For instance, we provided infusion suggestions for teaching career ed with each district's adopted reading and math objectives, and we infused each special module written to teach these skills in the junior high reading program, but this summer the district is discarding the continuous uniform testing system on which these materials were predicated and will replace it with a "new" criterion - referenced testing system and new reading and math objectives. The obsolete materials will probably be discarded no one is charged with the responsibility of salvaging them nor with rewriting new support material with career education infused.

Here is another example of the need for continuing attention to maintain the career education thrust. Circle K Corporation has their main office in our district. Although I had made overtures to the company and provided information on career ed, when the president wrote the superintendent that he would like to donate money to buy several small buses for field trips, a district committee was formed to meet with company reps and no Career Ed staff member was included. The donation was used for a dental health screening program instead, a commendable objective but probably available from other sources, and the company's interest in supporting career education was turned off.

Bill: Perhaps the thing we should be working toward is having a number of local industries each "adopt" a local school.

Shirley: Yes, one of our greatest needs is to CHANGE TEACHERS to give them a better understanding of the world of work outside of education and of the workings of our economic system. The ABIEC sponsors a program which has companies paying selected teachers to work the whole summer, but it only involves a small number. Even a day spent "shadowing" a worker in another field is an eye-opener for most teachers. We've done it in summer institutes sponsored by grants from the National Alliance of Business, but we need to involve MOST teachers in this type of experience (and educational administrators also). Our superintendent does not want to release teachers from their classes during the school day for any type of in-service because substitutes cannot adequately take their places, and in-service beyond the school day or during the summer must be reimbursed (in our district at \$9.00 per hour). Companies which Adopt a School could provide this service but would they would they be willing to pay the teachers and the administrators for time spent observing?

12. We're also much involved in the PARENTS GUIDE TO TELEVISION, the TEACHERS GUIDE TO TELEVISION, and the PARENT PARTICIPATION TV WORKSHOPS (all sponsored by NBC). This has great potential for getting parents involved in discussing work value questions with their children.

SAN ANTONIO, TEXAS - Elvira Parrera

1. Our school system has 61,000 students in 97 schools. Of these students, 89% are minority persons. Seventy-five percent are Mexican Americans, 15% are Black, and 1% American Indians.

2. We've been involved in career ed since 1973. Two years ago, I was appointed as Career Ed Coordinator for the entire school district. My first job was to educate EVERYONE about what career ed is. There is some initial resentment from voc ed counselors.

3. I have now started a COMMUNITY CAREER ED ADVISORY COUNCIL. Members of that Council, like many others, initially thought of "career ed" and "voc ed" as synonymous terms.

4. Major components of our total career ed effort include:

- Staff Development - Using P.L. 95-207 funds, we have done this for about 225 persons. These include classroom teachers (who get 18 hours), principals (who get 6 hours), and counselors (who get 3-4 hours). Teachers are paid a stipend for their attendance but others are not. We have followed up 51 of the teachers involved and verified that they are now infusing a "careers" emphasis in classrooms.
- Experienced Based Career Ed (EBCE) - Available to selected Juniors and Seniors, this program provides an experiential learning opportunity in the community. About 90 students now participate. This program is now funded with local funds.
- Executive High School Intern Program - This is a program where selected Juniors and Seniors can take a sabbatical for one semester to work with an employer on a single job site. In effect, it's an intensive shadowing career exploration effort. There is now some community backlash.

Bill: How do you deal with the argument that maybe this program should be part-time with students in school part of the day?

Answer: They do meet high school graduation requirements.

- Youth Employment Training Program (YETP) - This is for economically disadvantaged youth Ages 16-22. Participants are paid for work experience done after school. This program also includes the SYEP (Summer Youth Employment Program).
- Career Development Center - This is a media center with materials for both students and teachers to use. We have a GIS (computer-based occupational information) setup at this Center. All 8th graders are bussed to this Center for 1 day as are high school students who are undecided about their career choices. The Center staff now includes

2 teachers and 1 counselor - funded with local funds.

5. In 1979, we did a needs assessment and found our students' biggest needs were for career decision-making skills. Thus, this is now a major emphasis for us.

6. We serve all minority youth BUT, even when you think of all 5 of our components, we must recognize that we are still reaching only 15-20% of our total student population. Our biggest challenge is staff development of teachers.

7. Minority community organizations with whom we've linked include:

- TAME (Texas Association For Minorities in Engineering) -
This group has provided us with materials and its members will go into schools, talk with students, and serve as good minority role models for our students.
- NWEE (National Women Employment and Education, Inc.) -
This is a private organization headed by LUPE ARGUIANO. As a private organization, she has taken welfare mothers, given them skill training in non-traditional jobs, and placed them in record numbers. Her statistics are far superior to CETA's. She serves on our Career Ed Advisory Council and has secured some of her women graduates to serve as role models for us.

Bill: AGREE. Her results are really fantastic.

Rafael: She has some data showing higher rates of success for minority persons than are typically seen in other programs.

8. Parents of minority kids are favorably inclined toward career ed in our school district. Some of these parents bring their children to the Career Center on Saturdays to study career materials. Our major problem is not community acceptance of career ed, but rather community awareness and understanding of what career ed is and how it works.

Shirley: AGREE. Somehow we need to get the message out to parents of minority youth that career ed is available. Most parents expect their children are getting "career ed-like" things in schools because they believe that is the purpose of the schools, to prepare youth for work. They don't know career ed is in danger because of lack of grassroots support.

Bill: Equipping minority youth with career decision-making skills is important, but hard to do. Providing such skills should be the cornerstone of career education. It certainly is the biggest current weakness in our public school system. We need to get back, in our communities, to raising such questions as:

- why are youth being educated? and
- for what are our students being educated?

Sylvia: I was raised in a community that was 98% Mexican American persons. There, the "WHATEVER WILL BE WILL BE" philosophy was prevalent. Career decision-making IS a BIGGER problem for Mexican American youth than for others.

Bill: DISAGREE. Instead, it's a problem for POOR persons, no matter whether they are minority persons or not. Being able to BELIEVE you can do something is 80% of the solution.

Shirley: Part of it is tied into religion - at least those which teach that "God controls your life and therefore decision-making on your part may not be necessary."

Bill: I suspect that part of what we need to look at here is the tax base question in contrasting Phoenix with San Antonio. That is, Phoenix has a relatively high proportion of older retired persons whereas San Antonio has many more young parents.

Rafael: Are Mexican American youth in San Antonio getting as much and as good career ed as other youth in that school district?

Elvira: YES. Two-third of the elementary teachers who have gone through our career ed staff development are Bilingual Ed teachers; each volunteered for this. In addition, some of the career ed materials we've developed have been printed in Spanish as well as in English.

Bill: When you talk about "Mexican Americans", it's very important to differentiate between those who are 2nd and 3rd generation persons versus those who have been here 6 months or less.

Elvira: DISAGREE. I don't see any differences in receptivity among those newly arrived versus those who have been here for generations.

Elvira: If I see a special problem in making career ed viable for Mexican American youth, it's that some parents of these youth have an impression that educators in the school system know everything and that the parents - as well as the students - should do what they say. When, then, some counselors still think and act as though minority youth all enroll in voc ed, some minority parents just go along. This is a problem we must work on.

TEXAS EDUCATION AGENCY - Sylvia Garcia

1. Texas has over 1,000 K-12 school districts, including 7 major urban school districts. Hispanic youth are dispersed throughout these 7 major urban school districts. In East Texas, we have large concentrations of Black students.

2. Both good and bad things are happening to career ed in Texas at the present time. "Bad things" include:

- We had a curriculum committee that recommended to our State Board of Education that there would no longer be any State-mandated INFUSION efforts. This keeps career ed from being a State mandate, in spite of the fact that local shcool districts can do it with INFUSION if they choose to do so.

This has forced us to engage heavily in an emphasis to get career ed emphases included in the textbooks we adopt in Texas.

- Our State law for career ed didn't pass our State legislature this year. We had 200 persons at the GOVERNOR'S SYMPOSIUM ON CAREER ED but even that didn't do it. We are going to keep trying to get this industry-driven state legislation passed. We will try again in the next biennium.
- We are trying to get community career ed coalition efforts going. This summer, we will be training people from 9 communities in this BUT our goal was 14.
- South of San Antonio, we haven't been able to get very much going in career ed. This is the Rio Grande Valley area which includes many Hispanic persons. We have had only two career ed proposals from that area, and neither was good enough to get funded.

3. "Good things" happening include:

- Top business/industry executives (such as the Corporate Head of IBM) and the Governor are supporting career ed.
- We've gotten a very good "bang for the buck" with our P.L. 95-207 funds.
- We've had much community involvement - including Girl Scouts, Boy Scouts, Rotary, TAME, etc.
- By "coalition" we mean the joint involvement of the Education System, the business/labor/industry/ and community organizations. We know this is what's needed.

Pablo: Community organizations such as Rotary, BSA, and Girl Scouts don't include many Hispanics, nor do they appeal much to them.

Sylvia: AGREE. True, we haven't yet had organizations such as LULAC or the G.I. Forum involved. State Government tends to resist involving community organizations that are political in nature - such as MALDEF.

At the LOCAL community level, it's much easier to involve these kinds of organizations.

4. Some Mexican American community organizations become very angry when they're asked simply to DONATE services to our efforts. After all, they're busy just struggling for survival!

Pablo: The State Boards of Education need to look to include community organizations serving marginal - as well as those representing traditional community "leaders".

Sylvia: We have to set up priorities. To date, our priorities have been more on getting business/industry involvement in career ed than in getting involvement of community organizations.

Carmen: So far as I've been able to tell, persons in Hispanic communities don't give career ed a high priority - at least it doesn't seem so to me.

Sylvia: DISAGREE. In our State needs survey, "career guidance" was NO. 1 among ALL ethnic groups, including Hispanics.

Shirley: There's a "chicken and egg" thing involved here. In communities such as ours - with high proportions of poor minority persons - such persons tend not to get much involved because:

- they don't have the time, i.e., they're busy just surviving; and
- their cultural background is inconsistent with what we're asking them to do - become involved in schools to influence curriculum.

For example, we undertook one effort to involve parents that saw us mail 750 letters, make numerous personal phone calls, schedule the meeting for a community hall (so the stigma of a school building could be avoided) and still NOBODY CAME!

Bill: Once you explain to a Hispanic parent what career ed is, they will be supportive. Without some action steps to accomplish this, the career ed movement may well be born, exist, and die without Hispanic parents ever knowing the term. One of the things career ed does is to prepare kids for careers that don't exist now - THAT'S SOMETHING MUCH NEEDED.

Pablo: Involving parents - as Shirley says - is the key. It boils down to an educational presentation that parents can understand. Many parents are frustrated, i.e., they have house payments, personal problems. YES, they are tired at night but they ARE interested in the careers of their children. We need teams of persons out in the community explaining career ed to parents and community group members.

Rafael: We can't expect outreach efforts to work in a vacuum. We need

community feedback if we really expect to get community involvement.

Bill: At the beginning of the War on Poverty, there was a stipend for every participant. That's not absolutely necessary. There ARE people who KNOW how to organize parents. We need to involve them with career ed - and we haven't done that. Our parents can smell a "1 shot deal" a mile away. Real parent participation demands starting very slowly. If you want 100 parents eventually, you must be willing to start with 5. I think parental involvement is very possible.

Rafael: AGREE - if there is really meaningful participation.

Sylvia: Migrant Education is a good example. They have parents in policy - making roles. That's what makes that program work.

Shirley: Remember, most school district curriculum staff job descriptions don't include an item to "involve parents" except in a superficial way. Districts generally don't look kindly on staff who try to organize parents to promote change in the system.

Pablo: DISAGREE. We have to run risks. Don't pretend that we don't organize people for political reasons. It's either that or you just "tranquelize" them.

DADE COUNTY, FLORIDA - Betty Kleinfeld

1. Career ed is going forward - not backward - in Dade County at this time.

- Community involvement is EVERYWHERE in Dade County's career ed efforts.
- Dade County is the 4th largest school district in the USA.
- In 1980, career ed was taken out of voc ed and up-graded to a Director's position. The Director of Career Ed now reports directly to the Asst. Superintendent for Support Services. The Dade County Coalition for Career Ed lobbied strongly to make this upgrading of career ed in Dade County a reality.
- There is now, relatively speaking, more local and less Federal/State funding for career ed in Dade County. It takes only a small part of the total school budget because we count on a strategy of INFUSION into regular programs rather than ADD-ON approaches.

2. Articulated School-Based Management Plan for Career Education:

- Of 21 major objectives for Education for Dade County, career ed is #7.

- SCHOOL BASED MANAGEMENT is common in Dade County for many programs. The basic idea behind it is to give the building principal more autonomy - including more control over his/her own building budget.
- We're emphasizing how to articulate elementary/junior high school/senior high components of career ed. Within each of our 4 administration areas in the county, we have designated one senior high school which, with its feeder junior highs and elementary schools, comprises the operational implementation base for our plan.
- Now, each school has a team including an administrator, a counselor, a teacher, a parent, an occupational specialist, and in high schools, a student.
- At the elementary school level, complete infusion in classrooms is done using the CABS (Career Awareness/ Basic Skills) materials. These materials include a teacher's guide, a student workbook, and visual aids. The teacher has, in effect, a set of lesson plans already ready for use.
- At the secondary school level, academic subject areas are given a "careers" emphasis through a generic checklist for all supervisors when visiting schools and making formal observations for all subject disciplines.
- Of the 4 senior high schools now involved, one is 98% Black; one mostly Hispanic; one a mixture of Blacks/ Hispanics/Whites; one includes rural, migrant, Black, Hispanic, and white Anglo students.
- There is a handbook for the SCHOOL-BASED MANAGEMENT PLAN FOR CAREER ED with each school-based team member identified along with his/her objectives, activities, and criteria for evaluation of effectiveness.

3. Career Exploratory Fairs

- Community persons, as well as occupational and placement specialists and classroom teachers in schools, are all deeply involved in this activity.
- Community-based organizations, including those in the recent civil disturbance areas, have been involved. Several of our students got leads for entry level job opportunities from such contacts. These fairs held in the local high schools, gave students an opportunity to speak to the business in a setting familiar to the student.

4. District-wide Career Awareness Fair

- Working with PROMETHEANS - a community organization of Black professional persons headquartered in Washington, D.C. Prometheans is now expanding its operations to 7 cities, including Miami. IOTA PHI LAMBDA - a Black sorority - is the community based organization sponsor of this in Dade County. Many other community groups are involved in this sorority. The Dade County School System is a co-sponsor.
- The Fair is for 9th grade students, all of whom will be transported to the Fair. The Fair will last for 3 days. Ninth graders will come to the Fair from a 2 week unit on career exploration in their classes at school. Minority role models will be highlighted at the Fair. Several business groups, governmental agencies will have booths at the Fair.
- The 9th grade Career Exploration Fair is part of an articulated plan with the COLLEGE FAIR (for 11th graders) and the JOB FAIR (for 12th graders who don't plan on immediate college attendance).

5. Dade County Coalition for Career Education:

- Started in 1973-74 by WOMEN'S AMERICAN ORT. Its initial efforts were also encouraged by a group of parents of special education students.
- The Coalition is now in the process of expanding its types of membership and its scope of activities and trying to get even broader community representation and involvement. One of the problems is that some community organizations, e.g. Kiwanis, are prohibited, by their charter, from joining any COALITION. For this reason, some term other than "coalition" may have to be invented for our use.
- The Coalition has actively lobbied for career ed at national, state, and local levels.
- Frank Cobo, a Latin, is President of the Coalition this year. He spoke before the School Board requesting it to form an ad hoc committee on career ed with wide representation of community members to monitor the career ed program in Dade County. The School Board has unanimously approved formation of this ad hoc committee.
- The Coalition will also be making linkages with a variety of other kinds of parent advisory groups for the educational system.

- The Coalition is now writing a grant aimed at securing sufficient funds to employ a full-time Executive Director.
- The Coalition works with a variety of kinds of community organizations having a "career ed emphasis" - for example, the Dade Partners, a group of businesses interested and involved in working with the Dade County Schools on a wide variety of programs and issues.

How could career ed be made more effective for Hispanic youth?

Pablo: My definition of "community" is not the typical "Rotary/Lions" but rather PEOPLE-ORIENTED community organizations. There are some new organizations that have emerged in the last 5 years that could be tapped, including for example, church groups.

Sylvia: As an educator, we need help in identifying such organizations.

Bill: Career ed is suited to a SURVIVAL STRATEGY. It's always had to fight for survival. It still is in that mode. The three local K-12 programs we've seen here share some common things that should be included in a career ed "check-off list". For example, one of the things I saw was that, in the successful K-12 career ed efforts, there always seems to be a crucial factor of some PERSONALITY involved - i.e. the WILL of the "career ed crusaders" appears to be a key element.

The trouble with "crusades" is that they don't leave a SYSTEM behind them. The career ed "crusaders" of today need to chronicle the things they have done that have made career ed work. It's possible that the entire career ed function may, in the near future, have to be underwritten by private foundations. The career ed effort in the Ed Dept. appears to be in the process of being whittled down to TOKENISM. Diversification of the career ed effort outside the Ed. Dept. will be essential.

Bill: In terms of community organizations, the local "crusaders" will have to - by themselves without Ed. Dept. help - keep career ed going. Community organizations are going to have to absorb part of this responsibility. Like bilingual education, career ed is going to have to return to the states and local communities, where it began.

Pablo: These new strategies are extremely important. Community organizations are going to have to go to private industry and convince them they need to become involved in career ed. Career ed has been the "step-child" of education - not a regular part of the "family". A lot of convincing has to be done at the local level. Somehow, career ed must begin to be SYSTEMATIZED This could be done by local teams whose members are themselves committed to selling career ed to other communities. Team members should include:

- career ed experts;

- community persons;
- legislators and others who represent a good cross-section of the community.

Maybe two types of "teams" are needed - one to do the PLANNING and a second to do the IMPLEMENTATION. A third type of "team" might consist of those charged with fund-raising.

Sylvia: Our career ed funding in our State legislature failed, not because career ed was opposed, but because the State legislature was forced to deal with more immediately pressing issues - like bilingual ed and prison reform. As a result, career ed couldn't get on the legislative calendar to be considered.

Shirley: AGREE. It's easy to mount pressure groups for immediate concerns but not for developmental efforts like career ed.

Shirley: Another facet of our problem is that career ed in most states and nationally, has received such small appropriations compared to vocational education and other educational grants that it appears unimportant and expendable to many people. "If that's all it takes, why do they even need it all?" or "Why don't the districts just do it without extra money?" are often the comments.

Elvira: My problem in listening to all of this is that I'm not, as an employee of the school system, in a position to approach some of the community organizations that could get the word out in support of career ed. For example, if I approached COPS (Community Organized For Public Service) my immediate supervisor might fire me! The only way it could happen would be for someone else to contact COPS and then have COPS contact our School Board and tell them to get involved in career ed. That's the only way it could happen in San Antonio.

Bill: Let me make a suggestion. One of the things we need to learn is POLITICS. For example, if you go to COPS, you'll find at least one conservative COPS member that could appeal to your school board in an effective manner.

Pablo: Two years ago, we had difficulties in California. As the official rep of the NCCB, I got some contacts with key persons from the various organizations. Basically, it's a question of establishing trust. The pressure groups are operating with a lot more finesse today than they were in the 1960s and 1970s - when CONFRONTATION was the primary strategy being used.

Elvira: I've talked at our caucus during our State career ed conference about the need for community organizations in our area to become involved in career ed - but NOTHING HAPPENED. Our school district is currently being looked on with skepticism by many in our broader community.

Betty: What about using a community organization like the GIRL SCOUTS to make initial contacts with the School Board? That wouldn't get you in trouble, would it? Or the PTA would be another good example.

Bill: Even when you have Latino representation inside the School Board, you still have Latino community organizations that regularly go before the School Board and dress down its members BUT probably 2 days earlier, we would have met with key School Board members and told them what we were going to do. It's a question of simply following the "rules of the game" in these matters.

Rafael: We, as leaders, can't allow things to become PERSONAL. We have an obligation to listen and learn from those who disagree with us. We have to take the responsibility seriously.

Bill: Career ed needs to make the most of the historic situation it's in. If private industry was run the way most school systems run, they would be out of business in 3 years. The "Let's go out and get 'em" approach - typical in private business - isn't seen in education. If career ed now has some credible results of effectiveness - and it apparently does - then we ought to sell career ed on the basis of its evidence of effectiveness.

Sylvia: AGREE. We need industry persons talking directly to school boards about the need for career ed and why they support having it.

Bill: A while ago, Chicago found it necessary to employ an Asst. Superintendent For Finance independent of the Superintendent and Board of Education. That person - from private industry - succeeded in getting the confidence of industry back in public schools. Some people got upset to see a "non-educator" making basic educational decisions, but that's what was, and is, needed. The bottom line is that, in Chicago, the public schools will open this Fall. They have NOT gone bankrupt.

Shirley: We still suffer from a lack of understanding on the part of educators and the lay public of the career education concept and the need for support to assure it is included in the educational program for all students. For instance, even though all polls show that after the basic skills, parents believe schools should prepare students for work, we have had difficulty each year getting people to appear before the Arizona legislature to lobby for career ed funding. Even when supportive, folks don't rally around the cause as they do for other issues such as special, bilingual, or vocational education. Many still confuse career ed with vocational ed. At one hearing at the legislature this year a representative of the Greater Phoenix Chamber of Commerce was lobbying for voc ed funds. Nevertheless, all his points supported a career ed thrust for all students rather than adding more specialized/technical job training classes at the high school level. He said that what business and industry want are entry-level employees who know how to find, get, and keep jobs, who have the right attitudes and are willing and able to learn. The legislators did not catch the discrepancy, and subsequently more money was appropriated for voc ed to develop new technical classes in high schools.

Betty: One good example of getting business involved was a recent School Board item in Dade County asking the Board of Ed to co-sponsor our CAREER FAIR with the Prometheans. We had the downtown Kiwanis Club supporting it - and it passed.

Rafael: What I've been hearing all morning is POLITICAL needs rather than CONCEPTUAL needs of career ed. That seems odd, i.e. career ed, as a concept, is very difficult to explain to people.

Sylvia: Social Security does a good job at reaching the public on radio and TV. We have nothing comparable for career ed.

Pablo: Three weeks ago, the National Conference of Chiristians and Jews called a meeting with corporate heads to talk about Hispanic concerns for Education. With only a small group present, it was most effective. I WILL SEND EACH PARTICIPANT THE MINUTES OF THIS MEETING.

Shirley: The Arizona Department of Education had some money to put into developing Public Service Announcements (PSA's) this year to promote career education. They awarded the grant to a Career Education Project. The resultant 60, 30, and 10 second spots in English and Spanish were very professionally done and well-received by the TV stations around the states which use them regularly. The PROBLEM is that the message does not inspire the public to action. The PSA's just show that a child's early interests and experiences can lead to careers. They do not explain career education or motivate viewers to support it. Good PSA's can be effective.

How can Minority Community Organizations Get Involved in Career Ed Coalitions?

Betty: The first requirement is to BELIEVE in career ed and be positive about it. To get minorities involved, communication is the key. At our last meeting, we had a number of business/industry persons present, including 3 lawyers, who said they would be glad to join our SPEAKERS BUREAU if they knew more about career ed. We're going to hold a workshop this summer to tell prospective members of our SPEAKERS BUREAU what they need to know about career ed. A SPEAKERS BUREAU is one good way to reach out to the community.

The other thing is knowing how the Career Ed Coalition can best serve the community's needs. For example, you could appeal to a senior citizens group about how career ed can eventually reduce crime. The "message" must be custom-made for each community group. We can't, at each Coalition meeting, ALWAYS explain what career ed is. We need a "buddy" system so that, when new members are brought in, they come in knowing what career ed is.

Pablo: What minority community organizations now belong to the Dade County Coalition?

Betty: I don't know. We're getting them involved in our Career Exploration Fair. By doing so, we hope to interest them in joining the Coalition.

Pablo: Some minority community organizations might be resentful when they

see that they haven't been invited to become involved in career ed years ago. Why did career ed wait so long to invite us?

Bill: If you want a successful media campaign for career ed, here are some essential steps that must be taken:

- Contact your local affiliate of the National Advertising Council. If you go to them with an IDEA, they have a contributing fund to develop it into a message.
- Most major industries have an in-house production facilities for making their own films and other media. Contact them and ask for in-kind donations required for them to make a career ed film.
- Each local TV station has a community affairs division. They might be interested in developing radio/TV spots. That Division will eventually have to be contacted anyway. Why not contact them early on?
- Recognize the community organizations you would like to get involved. Some of them can get media contacts for you.
- Get on talk shows. People feel that, if you're on TV, you must be important. The number of people who still listen to RADIO is impressive.
- Try to find forums representing combinations of career ed with such things as bilingual ed, etc. Put it into a broader perspective. CAREER ED MAY NOT FLY BY ITSELF BUT COULD IF COMBINED WITH OTHER CONCERNS.
- Get a major notable from your city to come on TV and talk, not about career ed, but about how the principles of career ed are important.
- MOST IMPORTANT, set up a schedule for your media campaign for a full 12 months and then try to follow it systematically.
- Contact editorial boards of local papers and explain career ed to them. They are influential, not only in what they write, but also in the community contacts they have.

Elvira: I could do some of the things on Bill's list, but not others. That is, some of what Bill suggests I do is prohibited by our School Board policies. For example, I can't contact a TV station. We have a "Community Information Office". They determine it's important to bring to the attention of TV stations regarding Education. They have determined not to make "career ed" one of those topics.

Bill: There are ways around that. You could ask a Latino anchor person to come participate in a career ed conference. That person could do it on his/her own.

Bill: One of the things to do immediately would be to find some way of making the current CCE monographs visually exciting. That content ought to be converted into a 10-15 minute dynamic program.

Pablo: The NATIONAL ASSOCIATION OF SPANISH BROADCASTERS - in D.C. - is very important. They could get career ed on TV. So could the SPANISH INTERNATIONAL NETWORK (SIN), a television network dedicated to expanding the positive image of Hispanics in the USA. El Visitante TV series II has received \$250,000 to do 13 magazine format TV programs. The programs will be aired through SIN. It should be clear that SIN is not producing or sponsoring the Visitante TV Series.

Shirley: Could SIN make "career ed" the topic of one of the 13 scripts?

Pablo: The 13 current scripts are already written but we could do one on career ed later. It should involve Hispanics as presenters. A non-Hispanic person can't appeal to the Hispanic community.

Bill: Try to disassociate the INSTITUTION of career ed from the CONCEPT of career ed. Latinos won't be interested in the INSTITUTIONS but they will be interested in the CONCEPT.

Sylvia: AGREE. It's the CONCEPT we need to have understood, not the programs.

Pablo: We need some good models.

Rafael: We should be able to go to private sector persons and get support for projects involving minority community organizations in career ed.

Bill: If you go to private industry, you must do so with a detailed year-by-year 3 year plan. What's needed now is a series of regional conferences, NOT more National miniconferences. WE could sell business on the specific task of, say, aiming for establishment of COMMUNITY CAREER ED COALITIONS in 8 specific cities.

Polly: To support our Coalition, we got small donations from a number of people. Our Coalition is just something I started on my own.

Bill: I'm involved now in a NATIONAL URBAN COALITION effort to bring 25 major corporate heads to a meeting. A 100-person meeting wouldn't be effective, but this small group meeting can be.

Polly: DISAGREE. We gained by having 100 at our luncheon meeting. People were reinforced by the others they saw at that meeting.

Rafael: The kind of model Polly has needs to be expanded to other parts of

the country. We have to do it very selectively over a period of time. It would have to be thought out very carefully in each community.

Polly: For every person I've gotten into career ed, there are many who have refused to become involved. We need to find COMMITTED persons, people more willing to give TIME than to give only MONEY.

Shirley: How does the "Coalition" differ from a typical Industry Education Council?

Polly: We do NOT function as a "Council". For example, the educators present aren't regarded as "members" but rather as "consultants". Any community person or organization is welcomed as a member. We want them to be an ADVOCATE group. We aren't bound to any other group. We're just ADVOCATES FOR CAREER ED. When career ed is fully implemented, we will disappear.